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ABSTRACT

A follow-up study is conducted of each graduating class of John Tyler Community College (JTCC) to document student successes in the job market and in pursuit of advanced studies, provide feedback to administrators and faculty for upgrading educational offerings and services, and provide a summary of student opinions to improve services. A population of 239 graduates was surveyed regarding background information; evaluation of student and academic services; employment status; and educational status. Principal findings, based on a 71% response rate, indicated that: (1) the primary goals of graduates were (in descending order) pursuing a career by obtaining an associate degree, completing courses to transfer, pursuit of a certificate, and personal satisfaction; (2) 90% of the graduates said they were satisfied with the programs and services at JTCC and would recommend the college to others; (3) 74% of the graduates were employed on a full-time basis, and 20% were currently in school; and (4) 66% of the graduates reported working in a field related to their JTCC major, and 11% indicated they were continuing their studies in the same field. Recommendations, student comments, graduate employment and job title information, transfer data, and the survey instrument are appended. (EJV)

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1984 GRADUATE FOLLOW-UP STUDY

JOHN TYLER COMMUNITY COLLEGE

Chester, Virginia

Conducted by
The Office of Institutional Research
March 1985

JC 850 455

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INTRODUCTION

John Tyler Community College administers its graduate follow-up survey instrument each fall to the previous spring's graduating class. The purpose of the study is three-fold: (1) to document the successes of graduates in the job market and in pursuit of further study; (2) to provide the College's staff with the graduates' evaluations in order to improve academic and student services; and (3) to use the feedback in order to meet external accountability demands.

This report is divided into the following sections:

1. Background Information
2. Evaluation of Student Services
3. Evaluation of Academic Services
4. Employment Status
5. Educational Status
6. Student Comments

Special thanks are extended to the members of the 1984 graduating class whose assistance made this report possible, as well as Debbie Hines and Patty Williams of the Administrative Data Processing Staff who keypunched the data and ran the SAS Program. Appreciation is also extended to Marlene Jinkins, Secretary in the Office of Institutional Research who typed this report and completed the section on "Student Comments."

It is our hope that this report will be of immediate use to the administrators and faculty at John Tyler Community College as attempts are made to assess student outcomes. Other academicians will also benefit by examining evaluations of instructional programs and support services to identify trends that are emerging.

Carol S. Hollins, Coordinator
Institutional Research

TABLE OF CONTENTS

		Page
I.	List of Tables	vii
II.	Abstract of the Study	3
III.	Background Information	15
IV.	Evaluation of Student Services	23
V.	Evaluation of Academic Services	33
VI.	Employment Status	57
VII.	Educational Status	73
VIII.	Student Comments	81
IX.	Graduate's Employers and Job Titles	99
X.	Educational Institutions and Fields of Study	112
XI.	Appendix	
	Cover Letters	117
	Instrument	119

LIST OF TABLES

Table		Page
	BACKGROUND:	
1	Sex of Graduates	16
2	Marital Status of Graduates	16
3	Age of Graduates	16
4	Ethnic Status of Graduates	17
5	Quarter In Which Graduates First Enrolled	18
6	Quarter In Which Graduates Last Enrolled	18
7	Full-Time or Part-Time Status of Graduates	18
8	Day or Night Class Attendance	19
9	Rank Order of Graduates' Reasons for Attending JTCC	19
	EVALUATION OF STUDENT SERVICES:	
10	Admissions and Records	23
11	Bookstore	23
12	Business Office	24
13	Continuing Education	24
14	Co-op Program	25
15	Counseling	25
16	Financial Aid	26
17	Job Placement	26
18	Developmental Studies	27
19	Library/Learning Resources	27
20	Parking	28
21	Recreational Facilities	28
22	Student Activities	28
23	Student Lounge and Food Services	29

LIST OF TABLES

(Continued)

Table		Page
24	Veterans Affairs	29
	EVALUATION OF ACADEMIC SERVICES	
25	Primary Goal in Attending JTCC	35
26	Satisfaction With Programs/Services to Meet Goal	36
27	Completion of Developmental Courses	38
28	Certification/Licensure in Profession	39
29	Quality of Instruction in Major Curriculum	40
30	Quality of Instruction Not in Major Curriculum	41
31	Course Content in Major Curriculum	42
32	Faculty Advising	43
33	Access to Faculty	46
34	Lab Equipment and Facilities	48
35	Evaluation of Instructors (Grades, Tests, Etc.)	50
36	Classroom Size	51
37	Cost of Books and Supplies	52
38	Overall Quality of Instruction	53
39	Recommend College	54
	EMPLOYMENT STATUS	
40	Employment Status	57
41	Source of Job	58
42	Job Held While Enrolled at JTCC	59
43	Job Promotion	60
44	Salary	61
45	Hours Worked Per Week	63
46	Job Relatedness	64

LIST OF TABLES

(Continued)

Table		Page
44	Job Satisfaction: Challenging and Interesting Work	65
48	Job Satisfaction: Relations with Colleagues	66
49	Job Satisfaction: Salary	67
50	Job Satisfaction: Opportunity for Advancement	69
51	Job Satisfaction: Overall Aspects of Job	70
	EDUCATIONAL STATUS	
52	Classification in School	73
53	Enrollment Status - Full-Time or Part-Time	75
54	Pursuing Same Field in School	76
55	Problems Transferring	77
56	Comparison of Instruction (Current Institution and JTCC)	78

ABSTRACT OF THE STUDY

Know the facts
Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 85-3 March 19, 1985

1984 GRADUATE FOLLOW-UP STUDY*

The annual follow-up survey instrument was administered this past fall to the 1984 graduating class of John Tyler Community College. The purposes of this study are: (1) to document student successes in the job market and in pursuit of advanced study; (2) to provide feedback to the administration and faculty as a basis for upgrading educational offerings and services; and (3) to provide a summary of student opinions to other College staff in order to improve services.

A total of 239 graduates who completed all requirements in one of the College Transfer, Occupational/Technical, or Certificate programs in June 1984 comprised the population for this study. An initial survey request and two follow-up mailings to non-respondents yielded a 71 percent response rate. Below is a summary of the principal findings in five areas: (1) Background Information; (2) Evaluation of Student Services; (3) Evaluation of Academic Services; (4) Employment Status; and (5) Educational Status. A list of findings and recommendations provides an overall summary of this follow-up study.

BACKGROUND INFORMATION ON GRADUATES

Graduates were asked to provide descriptive information concerning their backgrounds for presentation in aggregate form. Of the 169 respondents:

- 41 percent were "male" and 59 percent were "female;"
- 44 percent said they were "single," 50 percent said they were "married," and the remainder indicated they were divorced, separated, engaged, or widowed;
- 36 percent indicated they were between 18-24 years old, 43 percent were between 25-34 years old, 15 percent were between 35-44 years old, and 5 percent were between 45-59 years old;
- 79 percent were "white," 17 percent were black, and 4 percent indicated another race category;
- 60 percent said "Fall" was their first quarter enrolled and "Spring " was their last quarter enrolled;
- 67 percent indicated they were enrolled on a "full-time" basis primarily, while 31 percent said they were "part-time;"
- 74 percent said they attended classes primarily during the "day" and 24 percent indicated attending "night" classes primarily;
- The primary reason why they chose to attend JTCC was because of its "courses and programs," followed by "close to home" and "inexpensive." NOTE: Totals may not add up to 100 percent due to graduates who chose not to respond to a particular item.

As indicated above, this graduating class <u>is not</u> characteristic of JTCC's typical student body. A negative correlation exists between age and graduation, that is, the younger the student, the higher the

*The full report will be available in about one week. Interested persons should contact the Institutional Research Office.

graduation rate. Graduates also tended to be full-time (67 percent) and attend classes during the day (74 percent), which is in direct contrast to the typical JTCC student, only 16 percent of whom were full-time and 60 percent who attended day classes in 1983-84. Finally, the race of the graduates is not quite representative of all students, since the 1983-84 student body had 75 percent who were white, 21 percent black, and 3 percent other while the 1984 graduates were 79 percent white, 17 percent black, and 4 percent other.

EVALUATION OF STUDENT SERVICES

The 1984 graduates were asked to evaluate fifteen different services and facilities at the College using a 5-point scale (1 = superior, 2 = good, 3 = fair, 4 = poor, 5 = did not use). Below is a summary of the most "positive" and "neutral" responses to services and facilities as well as those that were "least utilized."

Those services and facilities that received the most positive ratings are presented below in rank order. Figures shown represent percentages of "superior" or "good" ratings by graduates:

		Positive Ratings
1.	Library/Learning Resources	81%
2.	Admissions & Records	80%
3.	Bookstore	80%
4.	Business Office	79%
5.	Parking	75%

It should be noted that Admissions and Records received the largest number of "superior" ratings (34 graduates or 20 percent).

The most neutral responses, or those most divided on the scale, were recorded in the following areas:

		Positive	Did Not Use	Negative
1.	Student Lounge and Food Service	47%	10%	42%
2.	Continuing Education	44%	45%	8%
3.	Counseling	41%	31%	26%
4.	Developmental Studies	36%	46%	10%
5.	Recreational Facilities	33%	38%	25%

Finally, those services or facilities in which at least half of the respondents or more said they "did not use" were:

		Did Not Use
1.	Cooperative Education	73%
2.	Veterans Affairs	67%
3.	Job Placement	66%
4.	Financial Aid	63%
5.	Student Activities	53%

The largest number of "did not use" responses were recorded in Cooperative Education. This service, along with job placement, was evaluated because it does exist at the College albeit on a very limited scale and because of future plans to provide it to greater numbers of students.

EVALUATION OF ACADEMIC SERVICES

Below is a summary of student responses concerning instruction at John Tyler Community College.

PRIMARY GOAL OF GRADUATES: Overall, 25 (or 15 percent) of all graduates said "completing courses to transfer" was their primary goal, 111 (or 66 percent) gave pursuing a career by obtaining an Associate degree, 22 (or 13 percent) said pursuit of a Certificate, 9 (or 5 percent) cited Personal Satisfaction, and 2 persons (or 1 percent) gave other goals.

SATISFACTION WITH COLLEGE PROGRAMS AND SERVICES: Nine out of 10 of the graduates said they were either "very satisfied" or "somewhat satisfied" with the programs and services provided by the College. Remaining responses included 6 (or 4 percent) who were undecided, 5 (or 3 percent) were somewhat dissatisfied, and 2 (or 1 percent) were very dissatisfied. An additional 1 percent chose not to respond to this item.

COMPLETION OF DEVELOPMENTAL COURSE WORK: Almost half of the graduates said they had completed one or more developmental courses (82 or 49 percent). An additional 75 or 44 percent said no, they had not, and 12 or 7 percent did not address this item. Proportionately, College Transfer graduates tended to indicate enrollment in developmental courses at a higher rate than did Occupational/Technical and Certificate graduates.

CERTIFICATION OR LICENSURE OF GRADUATES: Almost one-fourth of all graduates indicated they had been certified or licensed in their fields of study. This is down compared to last year's class when almost 30 percent said they had been certified or licensed. Specifically, 4 (or 57 percent) of the Funeral Services graduates said they had been licensed, as did 20 (or 95 percent) of the Nursing graduates, and 9 (or 82) percent of the Electronics graduates.

QUALITY OF INSTRUCTION IN MAJOR: It is gratifying to note that 95 percent of the graduates rated the quality of instruction in their major fields as "superior" or "good." "Fair" ratings were given by 5 percent, and only 1 percent said it was "poor." All Transfer graduates rated instruction as positive. "Fair" ratings were given by 2 students each in Data Processing, Management, and Electronics, and 1 each in Nursing and Machine Shop. One additional graduate in the Machine Shop program rated instruction as "poor."

FACULTY ADVISING: Sixty-five percent rated faculty advising as "superior" or "good" (down by 10 percent compared to 1983 graduates), 33 percent said advising is "fair" or

"poor," and 2 percent did not address this item. Of the College transfer graduates, 7 (or 50 percent) said advising was "superior" or "good," while 6 (or 43 percent) said it was "fair" or "poor," and 1 individual or 7 percent failed to respond. "Fair" or "poor" ratings were cited by 2 Business Administration graduates, and 1 each in Education, Liberal Arts, General Studies, and Science.

A total of 91 (or 66 percent) of the A.A.S. graduates rated advising as "superior" or "good," 42 (or 33 percent) gave "fair" or "poor" ratings, and 2 (or 1 percent) did not respond to this item. It is interesting that the most positive ratings were from the 11 graduates that responded in the Mental Health/Human Services field, who all gave advising a "superior" or "good" rating. "Fair" or "poor" ratings were given by graduates in the following programs: Funeral Services (2 or 29 percent), Nursing (8 or 38 percent), Accounting (1 or 10 percent), Data Processing (14 or 54 percent), Management (7 or 39 percent), Secretarial Science (1 or 17 percent), Police Science (4 or 44 percent), Automotive (1 or 50 percent), Mechanical Engineering (1 or 50 percent), General Engineering (2 or 50 percent), and Electronics (3 or 27 percent).

Finally, 12 (or 66 percent) of the Certificate graduates said advising was "superior" or "good," 5 (or 28 percent) indicated advising is "fair" or "poor," and only 1 student (or 6 percent) failed to respond to this item. All four graduates in the Clerk-typist program rated advising as "good," however graduates in the following programs gave either "fair" or "poor" ratings: Child Care (2 or 33 percent said "fair"), Machine Shop (2 or 67 percent said "fair" and "poor"), and Welding (1 or 25 percent said "poor").

ACCESS TO FACULTY:

The majority of the graduates (123 or 73 percent) rated access to faculty as "superior" or "good," while 36 (or 21 percent) said faculty access was "fair," 5 or 3 percent each rated it either "poor" or did not provide a response. Graduates evaluating faculty access as "poor" were enrolled in Police Science (2 students), and 1 each in Data Processing, Management, and Electronics.

LAB EQUIPMENT AND FACILITIES:

About 70 percent of the graduates evaluated lab equipment and facilities as "superior" or "good" (up by 10 percent compared to ratings by the 1983 graduates). Eighteen percent rated equipment and facilities as "fair," 5 percent said "poor," and 6 percent failed to address this item. Poor ratings were reported by one student each in Nursing, Business

Administration, Mechanical Engineering, Electronics, and two each in Data Processing and Management.

COST OF BOOKS AND SUPPLIES:

The cost of books and supplies was given one of the most negative of all ratings by the graduates: only 5 percent said "superior," 30 percent said "good," 54 percent gave a "fair" rating, 9 percent said "poor," and 2 percent did not address this item. Poor ratings were given by three data processing graduates, two in Management, and one each in Funeral Services, Accounting, HRIM, Secretarial Science, Police Science, Electronics, Architecture, and Education.

OVERALL QUALITY OF INSTRUCTION:

The majority of all graduates (94 percent) rated the overall quality of instruction as "superior" or "good" and only 6 percent gave instruction a "fair" rating. None of the graduates rated instruction as "poor." This year's ratings are significant since the 1983 graduates rated instruction overall as: 86 percent "superior or "good," 9 percent "fair," and 3 percent "poor."

WOULD YOU RECOMMEND COLLEGE?

When asked if they would recommend the College to a person seeking to complete the same program, 9 out of every 10 graduates said "yes." The remaining graduates who said they would not recommend the College were enrolled in the following programs: Nursing (5 or 24 percent), Management (2 or 11 percent), Accounting 1 or 11 percent), Data Processing (1 or 4 percent), HRIM (1 or 50 percent), Police Science (1 or 11 percent), Electronics (1 or 9 percent), Machine Shop (2 or 67 percent) and Child Care (1 or 17 percent). It is noteworthy that all College Transfer graduates said they would recommend their programs to others.

EMPLOYMENT STATUS

Below is a summary of the employment status of the 1984 graduates. Where significant differences exist, the degree and program of study are specified.

EMPLOYED FULL OR PART TIME

Almost 3 out of every 4 graduates (74 percent) said they are employed on a full-time basis. This figure is up by over 10 percent compared to the 1983 graduating class. An additional 10 percent are employed on a part-time basis, and the remainder are in full-time military service or unemployed and not seeking employment. Only 1 percent reported to be unemployed and seeking work compared to 5 percent last year. It is also interesting that this year's College Transfer graduates are employed at the same rate as Occupational/Technical and Certificate recipients.

SOURCE OF JOB:

The largest percentage of graduates (32 percent) gave a variety of sources when asked how they found out about their present job, including "just making application" or "family members." An additional 26 percent said "friends," 11 percent gave "newspaper," 6 percent said "faculty members," and 4 percent sought a private employment agency. The remainder did not respond to this item. Clearly, there is an urgent need for the College to take a more active role in assisting graduates in their job placement efforts.

DID GRADUATE HOLD JOB WHILE ENROLLED AT JTCC?

When asked if they held their present jobs while enrolled at JTCC, about one-third said "yes," slightly over one-half said "no," and the remainder did not respond. Interestingly, Data Processing, Nursing, Secretarial Science and Electronics/Engineering majors tended not to hold their present jobs while enrolled. Those that tended to have their present jobs while enrolled were Police Science or Accounting majors. Responses were almost evenly split among Funeral Services and Management graduates.

JOB PROMOTIONS:

Slightly over one-fourth of the graduates indicated they had received job promotions since graduation. Numerically, the largest number of graduates were promoted in the following areas: Data Processing, Management, Nursing, and Accounting.

SALARY:

Due to the confidential nature of this item, one-third (34 percent) chose not to provide a response. Of those that did, about one-fourth reported salaries in the range $15,00-19,000, 15 percent said they earned $10,000-14,999, 9 percent gave salaries of $20,000-24,999, and 8 percent said they earned between $5,000-9,999. An additional 4 percent cited salaries between $25,000-29,999, 3 percent reported earning $30,000 or more, and 2 percent said they earned less than $5,000. Salaries of less than $5,000 were given by two graduates of the Child Care program, and one each in Management and General Engineering. With the exception of the Child Care graduates, others are employed on a part-time basis. The highest salaries ($25,000 or more) were given by graduates in the following areas: Accounting, Data Processing, Management, Business Administration, Hotel Restaurant Institutional Management, Police Science, Liberal Arts, Industrial Engineering, and Electronics.

JOB RELATED TO FIELD OF STUDY:

Two-thirds of the graduates indicated that their present jobs are related to their fields of training. Eighteen percent said that their jobs are not related and 15 percent failed to address this item.

EDUCATIONAL STATUS

Only about 20 percent of all graduates indicated they are currently in school. This percentage is down slightly, since about 25 percent of the 1983 class said they were in school. Summary information is presented below for those who enrolled in school. (NOTE: Totals will not add up because almost 80 percent of the graduates did not address these items.)

CLASSIFICATION: The majority of the graduates in school indicated "junior" status (15 or 9 percent), although several other classifications were specified: freshmen (4 or 2 percent), sophomore (9 or 5 percent), and seniors (8 or 5 percent). Another interesting fact is that 5 or 35 percent of the College Transfer graduates said they are currently in school, 30 or 22 percent of the Occupational/Technical graduates, and only 1 or 6 percent of the Certificate graduates said they are pursuing further studies.

CURRENTLY IN SCHOOL FULL OR PART-TIME: Of those in school, 14 (or 8 percent) said they were full-time and 23 (or 14 percent) are part-time. Transfer graduates tended to be in school on a full-time basis (2 to 1) compared to Occupational/Technical graduates who were primarily in school part-time (2 to 1) and Certificate graduates are also part-time (3 to 1).

STUDYING IN SAME FIELD: Again, of those in school, 18 (or 11 percent) said they are studying in the same field, however 23 (or 14 percent) said they are not. The remainder are not pursuing advanced study at this time.

PROBLEMS TRANSFERRING: Of those in school, 29 (or 17 percent) said they had no problems transferring, 10 or 6 percent said they had problems (primarily all credits were not accepted). It is interesting that none of the College Transfer graduates reported that they had problems transferring.

COMPARISON OF INSTRUCTION: When asked to compare instruction at their current institution with that at JTCC, 16 (or 9 percent) said "about the same," 8 or 5 percent said "there is no comparison," 6 or 4 percent said "JTCC is better," and 4 or 2 percent said their current institution is better.

For the most part, graduates who are in school reported enrollment at one of the following educational institutions (in descending order):

Virginia Commonwealth University	9
John Tyler Community College	8
Virginia State University	7
J. Sargeant Reynolds Community College	2
St. Leo College	2

PRINCIPAL FINDINGS AND RECOMMENDATIONS

Below is a list of principal findings based on the 1984 graduates who responded to the follow-up survey instrument.

1. The most positive ratings by graduates in the area of academic support and related services were: Library/Learning Resources, Admissions and Records, Bookstore, Business Office, and Parking.

2. A wide range of responses were given when graduates were asked to evaluate the following student services and support areas: Student Lounge and Food Service, Continuing Education, Counseling, Developmental Studies, and Recreational Facilities.

3. Services and facilities that were least used according to the 1983 graduates were: Cooperative Education, Veterans Affairs, Job Placement, Financial Aid, and Student Activities.

4. The primary goals of graduates were (in descending order): 66 percent said to pursue a career by obtaining an Associate degree, 15 percent said to complete courses to transfer, 13 percent gave pursuit of a Certificate, and 5 percent said personal satisfaction.

5. About one-fourth of the graduates indicated they had been certified or licensed in their chosen fields.

6. A significant 95 percent rated the quality of instruction in their major as "superior" or "good."

7. Sixty-five (65) percent said faculty advising was "superior" or "good;" 33 percent rated it as "fair" or "poor."

8. Almost three-fourths rated access to faculty as "superior" or "good;" about 20 percent said it was "fair" and 3 percent gave a "poor" rating to this item.

9. About 70 percent said lab equipment and facilities are "superior" or "good," 18 percent gave a "fair" rating, and 15 percent said "poor."

10. Only 35 percent rated the cost of books and supplies as "superior" or "good," 54 percent said "fair," and 9 percent gave a "poor" rating.

11. Nine out of 10 graduates said they were satisfied with the programs and services at the College and would recommend the College to a person seeking to complete the same program.

12. An astonishing 94 percent rated the overall quality of instruction as "superior" or "good" and only 6 percent gave instruction a "fair" rating. None of the graduates rated instruction as "poor."

13. The employment of the 1984 graduates is up compared to previous graduating classes. Almost 3 out of every 4 graduates said they are employed on a full-time basis (up by 10 percent compared to last year). An additional 10 percent are employed on a part-time basis.

14. College Transfer graduates are employed at the same rate as Occupational/Technical and Certificate graduates.

15. Two-thirds said their present jobs are related to their fields of training.

16. Only about one-fifth indicated they are currently enrolled in an advanced program of study. This percentage is down slightly from those who pursued advanced study in the 1983 graduating class.

17. Most of those in school said they had no problems transferring. Those who did have problems indicated "all credits were not accepted." None of the Transfer graduates reported having problems transferring.

Based on the foregoing findings, the following recommendations are made:

1. There is a need to use a variety of methods to advertise student support services, especially those that were least used by students. Among other things, awareness levels may be raised through increased faculty involvement and student (peer) support groups.

2. Faculty and staff must continue to work to assist students in identifying realistic goals based on interests and abilities.

3. Students who are affected by certification/licensure in their fields should be well informed of requirements, e.g. Nursing, Funeral Services, and Engineering.

4. Advising should be a priority for the College, according to 1984 graduates. Problems should be carefully studied and resolved in each program of study.

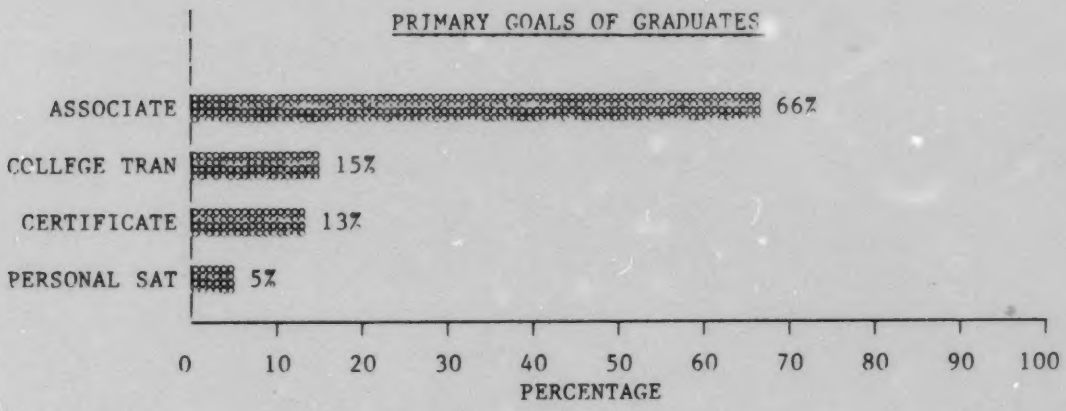
5. The College should constantly seek ways to reduce the cost of books and supplies, especially in certain disciplines where costs are high.

6. The College should continue to investigate creative ways to provide job placement services to graduates both in general areas and by program.

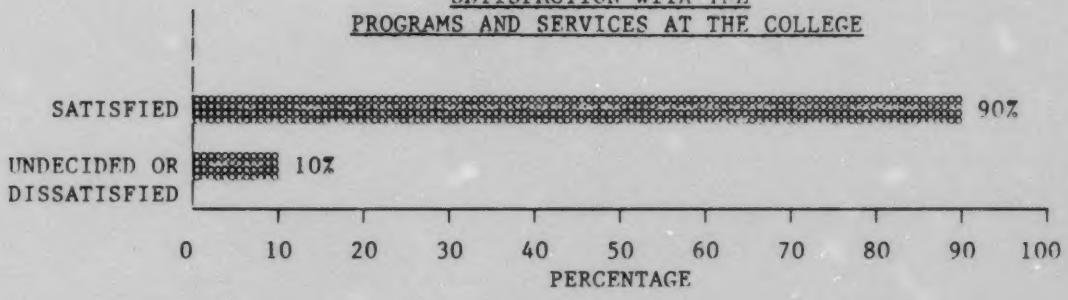
7. Articulation efforts must continue to be studied to enhance the transferability of students. Occupational/Technical and Certificate students must be carefully advised prior to enrolling concerning the prospects for further study.

SUMMARY OF
1984 GRADUATING CLASS
BASED ON GRADUATE FOLLOW-UP STUDY RESULTS

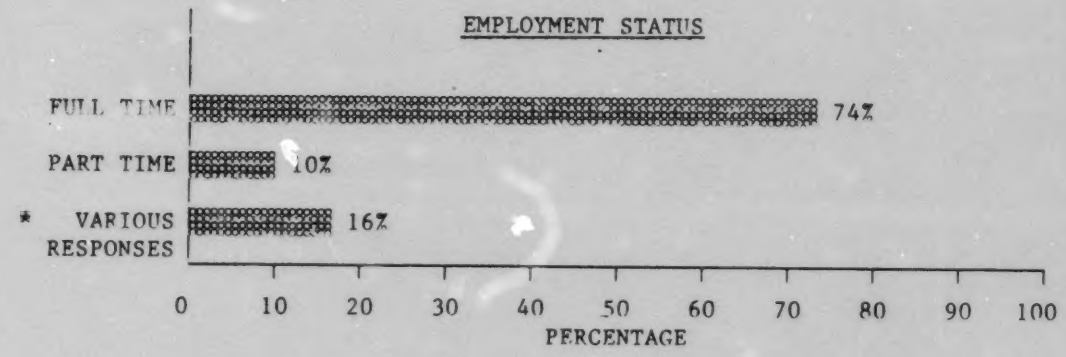
PRIMARY GOALS OF GRADUATES



SATISFACTION WITH THE
PROGRAMS AND SERVICES AT THE COLLEGE

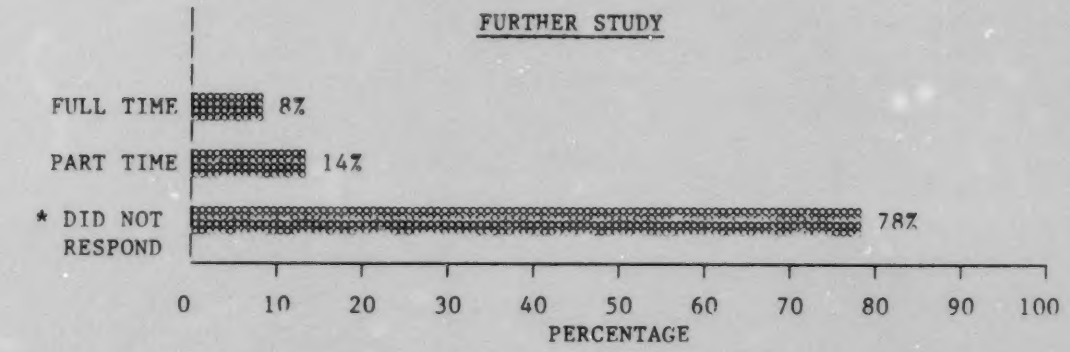


EMPLOYMENT STATUS



*EITHER IN MILITARY, UNEMPLOYED, OR IN SCHOOL

FURTHER STUDY



*EMPLOYED FULL- OR PART-TIME

BACKGROUND

JOHN TYLER COMMUNITY COLLEGE
1984 GRADUATE FOLLOW-UP STUDY

BACKGROUND

Each fall, John Tyler Community College conducts an annual survey of the graduates of the previous spring's graduating class. The purposes of the follow-up study are: (1) to document student successes in the job market and in pursuit of advanced study; (2) to provide feedback to the College's administration and faculty as a basis for upgrading educational offerings and services; and (3) to provide the results of student opinions to other College personnel in academic and student services in order to improve services.

A total of 239 graduates who completed one of the College's transfer, occupational/technical, or certificate curriculums in June 1984 comprise the population for this study. The cover statement and initial questionnaire were mailed to all graduates on October 23, 1984. Follow-up letters were sent at two-week intervals--November 9, 1984, and November 30, 1984, to all non-respondents. The response rate was as follows:

1st mailing	79/239	33 percent
2nd mailing	59/239	25 percent
3rd mailing	31/239	13 percent
Total	169/239	71 percent

This response rate was quite encouraging since last year's rate dropped to 62 percent. The 1982 survey's response rate was 70 percent.

Below is a general description of the respondents based on a summary of general demographic questions:

TABLE 1
SEX OF GRADUATE RESPONDENTS

Sex	Frequency	Percent
Male	70	41
Female	99	59
Total	169	100

Table 1 gives the sex of the graduates who responded. Seventy or 41 percent were males and 99 or 59 percent were females. This breakdown is similar to that of the total College's enrollment by sex which is 43 percent male and 57 percent female.

TABLE 2
MARITAL STATUS OF GRADUATE RESPONDENTS

Sex	Frequency	Percent
Single	74	44
Married	84	50
Other	10	6
No Response	1	1
Total	169	101 *

*Rounding error

The marital status of all graduates reveals that the majority are married (84 or 50 percent), followed by those who are single (74 or 44 percent), "other" (10 or 6 percent) and 1 person who did not respond to this item. "Other" students indicated divorced (5), separated (2), engaged (2), and widowed (1).

TABLE 3
AGE OF GRADUATE RESPONDENTS

Age	Frequency	Percent
18-24	61	36
25-34	73	43
35-44	25	15
45-59	9	5
No Response	1	1
Total	169	100

Table 3 gives the age distribution of the 1984 graduates who responded to the survey instrument. The majority of the graduates were in the age range 25-34, which accounted for 73 or 43 percent of all

graduates. Sixty-one or 36 percent of the graduates indicated that their age was between 18-24 (the traditional college age range). The remaining graduates indicated 35-44 resulting in 25 responses or 15 percent, and 45-59 which tallied 9 graduates or 5 percent. Only 1 graduate chose not to specify his age.

TABLE 4
ETHNIC STATUS OF GRADUATE RESPONDENTS

Ethnic Status	Frequency	Percent
White/Caucasian	134	79
Black/Negro	29	17
American Indian & Alaskan Native	0	0
Asian & Pacific Islander	3	2
Hispanic	2	1
No Response	1	1
Total	169	100

The ethnic status of graduates is displayed above in Table 4. Of those who responded, 79 percent were white, 17 percent were black, and 3 percent were in an "other" category. These figures indicate that fewer blacks graduate proportionate to their enrollment at the College while more whites graduate proportionately. This trend was also observed in the 1983 graduating class. This distribution is not consistent with the College's enrollment by race, which is 77 percent white, 20 percent black, and 3 percent other.

TABLE 5
QUARTER IN WHICH GRADUATES FIRST ENROLLED

Quarter	Frequency	Percent
Fall	101	60
Winter	27	16
Spring	21	12
Summer	10	6
No Response	10	6
Total	169	100

As expected, 3 out of every 5 graduates indicated they began their studies during the Fall Quarter. Subsequent quarters reflect a steady decline which is consistent with regular student enrollment.

Specifically, 101 or 60 percent said Fall was their first quarter, 27 or 16 percent gave Winter Quarter, 21 or 12 percent cited Spring Quarter, and 10 or 6 percent gave Summer Quarter. Ten graduates or 6 percent chose not to respond to this item.

TABLE 6
QUARTER IN WHICH GRADUATES LAST ENROLLED

Quarter	Frequency	Percent
Fall	16	9
Winter	18	11
Spring	101	60
Summer	21	12
No Response	13	8
Total	169	100

Again, as expected, 3 out of every 5 graduates said that Spring was their last quarter of study at JTCC. Other quarters were selected by almost equal numbers of students as their last quarter of enrollment. Following is a summary of responses: Spring Quarter was selected by 101 graduates or 60 percent, Summer Quarter was chosen by 21 of 12 percent, Winter Quarter was given by 18 students or 11 percent, and Fall Quarter was selected by 16 or 9 percent. Thirteen graduates or 8 percent did not address this item.

TABLE 7
FULL-TIME OR PART-TIME STATUS OF GRADUATES

Primary Status	Frequency	Percent
Full-time	114	67
Part-time	53	31
No Response	2	1
Total	169	99 *

*Rounding error

Two-thirds of all graduates said they were enrolled primarily as full-time students while 31 percent said they were largely enrolled on a part-time basis. In this sense, it is interesting that graduates tend to differ sharply from the majority of JTCC's students, since 77 percent were part-time and 23 percent were full-time in the fall 1984.

TABLE 8
DAY OR NIGHT CLASS ATTENDANCE

Primary Class Attendance	Frequency	Percent
Day	125	74
Night	41	24
No Response	3	2
Total	169	100

Almost three-fourths of the graduates who responded (74 percent) indicated that they attended classed primarily during the day while 24 percent indicated that they enrolled in night classes. Again, this represents a deviation from regular student class attendance which approximates 60 percent day and 40 percent night. This profile of graduates (full-time day attendance) is in direct contrast to the typical JTCC student.

TABLE 9
RANK ORDER OF GRADUATES' REASONS FOR ATTENDING JTCC

Reasons	Primary	Secondary
Close to home	2	2
Inexpensive	3	1
Open admissions policy	4	4
Courses/Programs	1	3
Financial Aid	5	7
Job Requirements	6	5
Other	7	6

Without equivocation, the primary reason why students choose to attend John Tyler Community College is because of its courses and programs. Other primary reasons were (in descending order): close to home, inexpensive, open admissions policy, financial aid, job requirements, and "other" reasons. Secondary reasons were (in descending order): inexpensive, close to home, courses/programs, open admissions policy, job requirements, "other" reasons, and financial aid. "Other" reasons are specified in the Appendix of this report.

EVALUATION OF STUDENT SERVICES

EVALUATION OF STUDENT SERVICES

Below is an evaluation of several services and facilities at John Tyler Community College using a five-point Likert-type scale. Possible responses include: "superior," "good," "fair," "poor," and "did not use." The summary of student ratings by service or facility is given below.

TABLE 10
ADMISSIONS AND RECORDS

Rating	Frequency	Percent
Superior	34	20
Good	102	60
Fair	26	15
Poor	4	2
Did Not Use	2	1
No Response	1	1
Total	169	99 *

*Rounding Error

Eighty percent of all graduates who responded rated the Admissions and Records Office as "superior" or "good," 15 percent rated it "fair," 2 percent rated it "poor," 1 percent said they did not use the service, and 1 person did not address this item.

TABLE 11
BOOKSTORE

Rating	Frequency	Percent
Superior	24	14
Good	112	66
Fair	24	14
Poor	8	5
Did Not Use	1	1
Total	169	100

Four out of five (or 80 percent) of the graduates who responded also gave the Bookstore a "superior" or "good" rating, followed by 14 percent who said it was "fair" and 5 percent gave a "poor" rating. Only 1 person said he did not use the services of the College Bookstore.

TABLE 12
BUSINESS OFFICE

Rating	Frequency	Percent
Superior	21	12
Good	113	67
Fair	14	8
Poor	4	2
Did Not Use	16	9
No Response	1	1
Total	169	99 *

*Rounding Error

Also receiving a very high rating was the Business Office with 79 percent rating it as "superior" or "good," 8 percent gave it a "fair" rating, and 2 percent said it was "poor." Nine percent did not use the services of the Business Office, and only 1 person did not address this item.

TABLE 13
CONTINUING EDUCATION

Rating	Frequency	Percent
Superior	13	8
Good	61	36
Fair	12	7
Poor	1	1
Did Not Use	76	45
No Response	6	4
Total	169	101 *

*Rounding Error

The Office of Continuing Education was given "superior" or "good" ratings by 44 percent of all students. An almost equal percent (45 percent) said they did not use the service, while 7 percent rated the office as "fair" and 1 person rated it as "poor." The use of graduates to rate this office is somewhat of a distortion since the services impact individuals and groups both on and off campus.

TABLE 14
CO-OP PROGRAM

Rating	Frequency	Percent
Superior	3	2
Good	20	12
Fair	5	3
Poor	1	1
Did Not Use	123	73
No Response	17	10
Total	169	101 *

*Rounding Error

Cooperative education was an item worthy of note, according to the 1984 graduates. Almost 3 out of every 4 graduates said they "did not use" the service, 2 percent rated it as "superior," 12 percent rated it as "good," 3 percent rated it as "fair," and only 1 person gave it a "poor" rating. An additional 10 percent of the graduates did not address this item. Although the College does not have an organized program for Co-op Services, the above responses seem to address a critical need.

TABLE 15
COUNSELING

Rating	Frequency	Percent
Superior	18	11
Good	50	30
Fair	31	18
Poor	14	8
Did Not Use	52	31
No Response	4	2
Total	169	100 *

Counseling services are rated by graduates in Table 15. Summary ratings include 41 percent of the graduates who gave a "superior" or "good" rating, 18 percent said "fair," 8 percent said "poor," and almost one-third (31 percent) gave a surprising response of "did not use." Only 2 percent did not respond to this item.

TABLE 16
FINANCIAL AID

Rating	Frequency	Percent
Superior	12	7
Good	28	17
Fair	7	4
Poor	6	4
Did Not Use	106	63
No Response	10	6
Total	169	101 *

*Rounding error

Almost 2 out of every 3 graduates (63 percent) said they had not used the services of the Financial Aid office. This is plausible since the College reports that about 25 percent of its students receive some type of financial assistance. "Superior" or "good" ratings were given by 24 percent, 4 percent each gave "fair" and "poor" ratings, and 6 percent did not address this item.

TABLE 17
JOB PLACEMENT

Rating	Frequency	Percent
Superior	3	2
Good	16	9
Fair	10	6
Poor	17	10
Did Not Use	111	66
No Response	12	7
Total	169	100

Apart from Cooperative Education, Job Placement received the most negative of all responses: 11 percent gave "superior" or "good" ratings, 6 percent rated the service as "fair," 10 percent said "poor," and 66 percent indicated they "had not used" this service. Seven percent did not provide a response to this item. Again, these ratings appear to mandate a response by the College to provide organized placement services to its graduates.

TABLE 18
DEVELOPMENTAL STUDIES

Rating	Frequency	Percent
Superior	12	7
Good	49	29
Fair	15	9
Poor	2	1
Did Not Use	78	46
No Response	13	8
Total	169	100

The rating of Developmental Studies by graduates seems to indicate that about 50 percent of all graduates took one or more developmental courses. While 46 percent indicated they did not use the service while enrolled, 36 percent gave either a "superior" or "good" rating, 9 percent said "fair," 1 percent said "poor," and 8 percent did not respond to this item.

TABLE 19
LIBRARY/LEARNING RESOURCES

Rating	Frequency	Percent
Superior	30	18
Good	107	63
Fair	17	10
Poor	2	1
Did Not Use	9	5
No Response	4	2
Total	169	99 *

*Rounding error

The Library/Learning Resources Center received one of the highest ratings of all services: 81 percent gave a "superior" or "good" rating, 10 percent said "fair," 1 percent said "poor," 5 percent indicated they had not used the library, and 2 percent did not address this item.

TABLE 20
PARKING

Rating	Frequency	Percent
Superior	32	19
Good	95	56
Fair	35	21
Poor	5	3
Did Not Use	1	1
No Response	1	1
Total	169	101 *

*Rounding error

Parking services were rated as "superior" or "good" by 75 percent of all graduates who responded, 21 percent said "fair," 3 percent said "poor," and 1 percent each said "did not use" or gave no response to this item.

TABLE 21
RECREATIONAL FACILITIES

Rating	Frequency	Percent
Superior	9	5
Good	47	28
Fair	33	20
Poor	9	5
Did Not Use	64	38
No Response	7	4
Total	169	100 *

Over one-third of the graduates said they had not used the College's recreational facilities, while 33 percent gave a "superior" or "good" rating. The remainder of the responses included 20 percent who said "fair," 5 percent gave a "poor" rating, and 4 percent did not respond to this item.

TABLE 22
STUDENT ACTIVITIES

Rating	Frequency	Percent
Superior	7	4
Good	39	23
Fair	20	12
Poor	4	2
Did Not Use	90	53
No Response	9	5
Total	169	99 *

*Rounding Error

A majority of the graduates (53 percent) said they "did not use" when asked to rate Student Activities. Other responses included: "superior" or "good" ratings were provided by 27 percent of all graduates, "fair" ratings were given by 12 percent, "poor" ratings were cited by 2 percent, and 5 percent did not provide a response to this item.

TABLE 23
STUDENT LOUNGE AND FOOD SERVICE

Rating	Frequency	Percent
Superior	6	4
Good	72	43
Fair	55	33
Poor	15	9
Did Not Use	17	10
No Response	4	2
Total	169	101 *

*Rounding error

The Student Lounge and Food Service received "superior" or "good" ratings by almost half (47 percent) of the graduates who responded. Thirty-three percent gave it a "fair" rating, 9 percent rated it as "poor," 10 percent said they did not use this service, and 2 percent provided no comment.

TABLE 24
VETERANS AFFAIRS

Rating	Frequency	Percent
Superior	16	9
Good	24	14
Fair	5	3
Poor	2	1
Did Not Use	114	67
No Response	8	5
Total	169	99 *

*Rounding error

Table 24 gives a summary of the respondents ratings concerning Veterans Affairs. The majority of the graduates (67 percent) indicated they "had not used" the services of the Veterans Office. "Superior" or

"good" ratings were given by 23 percent of the graduates, followed by 3 percent who gave "fair" ratings, 1 percent rated the service as "poor," and 5 percent did not address this item.

EVALUATION OF ACADEMIC SERVICES

Below is a list of the 1984 graduates who responded to the survey instrument according to program of study completed. Although several students received dual degrees (in areas such as Mental Health and Human Services or Child Care and Teacher Aide), they are counted only once.

. College Transfer	(14)
.. Business Administration	7
.. Education	2
.. Liberal Arts	2
.. General Studies	2
.. Science	1
. Occupational/Technical	(137)
.. Mental Health	4
.. Funeral Service	7
.. Nursing	21
.. Accounting	10
.. Data Processing	26
.. Management	18
.. Hotel Restaurant Inst. Mgt.	2
.. Secretarial Science	6
.. Police Science	9
.. Human Services	7
.. Architecture	4
.. Automotive	2
.. Industrial Engineering	2
.. Mechanical Engineering	2

.. General Engineering	4
.. Instrumentation	2
.. Electronics	11
. Certificate	(18)
.. Clerical Studies	4
.. Teacher Aide	1
.. Child Care Aide	6
.. Machine Shop	3
.. Welding	4
. Total Respondents	169

A cross-tabulation of the respondents evaluation of instruction by program of study and degree type (College Transfer, Occupational/ Technical and Certificate) is presented on the following pages. Because of the small sample size in several programs, data are collapsed in the tables and narrated by program when significant differences are observed.

Table 25 shows the degree received by the graduates primary goal in attending the College. By and large, the student's primary goal is consistent with his degree received. College Transfer graduates (79 percent) said their primary goal was to transfer. Only 3 transfer graduates or 21 percent cited upgrading job skills (or obtaining an Associate degree) as their primary goal. Similarly, occupational/ technical graduates (77 percent) tended to give upgrading job skills (or pursuing a career choice by obtaining an Associate degree) as their

TABLE 25
DEGREE BY
PRIMARY GOAL IN ATTENDING JTCC

DEGREE	PRIMARY GOAL					
	Transfer	Assoc. Degree	Certif- icate	Pers. Satis.	Other	Total
College Transfer						
No.	11	3	0	0	0	14
Row%	(79)	(21)				(100)
Col%	(44)	(3)				(8)
Occupational/ Technical						
No.	14	106	9	6	2	137
Row%	(10)	(77)	(7)	(4)	(1)	(99) *
Col%	(56)	(95)	(41)	(67)	(100)	(81)
Certificate						
No.	0	2	13	3	0	18
Row%		(11)	(72)	(17)		(100)
Col%		(2)	(59)	(33)		(11)
Total						
No.	25	111	22	9	2	169
Row%	(15)	(66)	(13)	(5)	(1)	(100)
Col%	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding error

primary goal in attending. Only 10 percent gave their primary goal as college transfer, 7 percent said to obtain a Certificate...for immediate job entry, 4 percent gave personal satisfication as their primary goal, and only 1 percent chose another reason for enrolling. Again, the overwhelming majority of all Certificate graduates (72 percent) said their primary goal was to obtain a Certificate, while 17 percent selected personal satisfaction, and 11 percent chose pursuit of an Associate degree as their goal. Overall, 15 percent of all graduates said transfer was their primary goal, 66 percent gave pursuing a career by obtaining an Associate degree, 13 percent gave pursuit of a Certificate, 5 percent said personal satisfaction, and 1 percent cited "other" goals. This breakdown of goals differs somewhat from the actual

degrees received: College transfer (8 percent), Occupational/technical (81 percent), and Certificate (11 percent). One of two explanations is probable: (1) the respondents interpreted the choices differently from the way in which the College's staff normally does; or (2) there is a need to continue to inform students of the purpose of the degrees to avoid potential conflicts between student goals and degrees they pursue.

Responses to a very important item "to what extent are you satisfied with the programs and services that the College provided to assist you in achieving your goal" are summarized in Table 26. Almost all (or 93 percent) or the College Transfer graduates indicated satisfaction with the programs and services provided; only 1 student in

TABLE 26
DEGREE BY SATISFACTION WITH
PROGRAMS/SERVICES TO MEET PRIMARY GOAL

DEGREE	PRIMARY GOAL						
	Very Satis.	Somewhat Satis.	Undecided	Somewhat Dissatis.	Very Dissat.	No Response	Total
College Transfer							
No.	8	5	1	0	0	0	14
Row%	(57)	(36)	(7)				(100)
Col%	(7)	(10)	(17)				(8)
Occupational/ Technical							
No.	87	40	4	4	1	1	137
Row%	(63)	(29)	(3)	(3)	(1)	(1)	(100)
Col%	(81)	(83)	(67)	(80)	(50)	(100)	(81)
Certificate							
No.	12	3	1	1	1	0	18
Row%	(67)	(17)	(5)	(5)	(5)		(99) *
Col%	(11)	(6)	(17)	(20)	(50)		(11)
Total							
No.	107	48	6	5	2	1	169
Row%	(63)	(28)	(4)	(3)	(1)	(1)	(100)
Col%	(99)*	(99)*	(100)*	(100)	(100)	(100)	(100)

*Rounding error

Liberal Arts indicated he was "undecided." Occupational-technical graduates were also quite satisfied with programs and services (89 percent). Only 4 students said they were "undecided," 4 indicated they were "somewhat dissatisfied," and 1 was "very dissatisfied." Two of those "undecided" were enrolled in Electronics, 1 was in Funeral Services, and 1 was in Architectural Engineering. Those who said they were "somewhat dissatisfied" were graduates in the following programs: Data Processing (2), Police Science (1), and Human Services (1). The one person who said he was "very dissatisfied" was also enrolled in Data Processing. Summary data indicates that 91 percent said they were either "very satisfied" or "somewhat satisfied," 4 percent said they were "undecided," 3 percent selected "somewhat dissatisfied," 1 percent said "very dissatisfied," and 1 percent did not address this item.

Table 27 shows that about half of all graduates who responded said they had completed one or more developmental courses (49 percent). An almost equal percentage (44 percent) indicated they did not complete a developmental course. Seven percent did not provide a response to this item. Responses of College Transfer graduates tended to be proportionately divided among those who enrolled in developmental courses and those who did not, however responses of occupational/technical graduates were not equally divided. Following are those programs of study where a substantial percentage of the graduates who responded were enrolled in one or more developmental courses: Mental Health (100 percent), Secretarial Science (83 percent), Human Services (71 percent), and Instrumentation (100 percent). Programs with a small percentage of graduates who completed developmental courses included: Funeral Services (14 percent), Data

TABLE 27
DEGREE BY COMPLETION OF
DEVELOPMENTAL COURSES

DEGREE	COMPLETE DEVELOPMENTAL COURSES			
	Yes	No	No Response	Total
College Transfer				
No	8	5	1	14
Row%	(57)	(36)	(7)	(100)
Col%	(10)	(7)	(8)	(8)
Occupational/ Technical				
No.	66	61	10	137
Row%	(48)	(45)	(7)	(100)
Col%	(80)	(81)	(83)	(81)
Certificate				
No.	8	9	1	18
Row%	(44)	(50)	(6)	(100)
Col%	(10)	(12)	(8)	(11)
Total				
No.	82	75	72	169
Row	(49)	(44)	(7)	(100)
Col%	(100)	(100)	(99)*	(100)

*Rounding error

Processing (19 percent), and Mechanical Engineering (0). Certificate graduates tended to resemble those who completed occupational/technical programs: Clerk Typist (75 percent completed one or more developmental courses) and Child Care (67 percent). No one in the Machine Shop program reported that they had completed a developmental course.

As shown in Table 28, slightly less than one-fourth of all graduates said they had been certified or licensed in their chosen fields. Of this number, almost 9 out of 10 were Occupational/technical graduates; others were Certificate graduates. Specifically, all College transfer graduates either said "no" they had not been certified or said the item was "not applicable." Occupational/technical graduates gave a

TABLE 28
DEGREE BY CERTIFICATION/LICENSURE
IN PROFESSION

DEGREE	CERTIFIED OR LICENSED				
	Yes	No	Not Applicable	No Response	Total
College Transfer					
No.	0	5	9	0	14
Row%		(36)	(64)		(100)
Col%		(9)	(12)		(8)
Occupational/ Technical					
No.	34	45	57	1	137
Row%	(25)	(33)	(42)	(1)	(101) *
Col%	(87)	(82)	(77)	(100)	(81)
Certificate					
No.	5	5	8	0	18
Row%	(28)	(28)	(44)		(100)
Col%	(13)	(9)	(11)		(11)
Total					
No.	39	55	74	1	169
Row%	(23)	(33)	(44)	(1)	(101) *
Col%	(100)	(100)	(100)	(100)	(100)

*Rounding error

variety of responses--25 percent said "yes," they had been certified or licensed, 33 percent said "no," and 42 percent said the item did not apply. One additional A.A.S. student chose not to respond to this item. Finally, Certificate graduates responded similarly to A.A.S. degree recipients: 28 percent each said "yes" and "no" while 44 percent said the item was not applicable.

A very important item is summarized in Table 29--graduates' perceptions of the quality of instruction in their major curriculums. It is encouraging to note that 95 percent of all respondents rated the quality of instruction in their fields as either "superior" or "good." Only 5 percent of the graduates rated instruction as "fair" and 1 percent said it was "poor." An analysis by type of degree reveals that College Transfer graduates were all positive--14 percent described

TABLE 29
DEGREE BY QUALITY OF INSTRUCTION
IN MAJOR CURRICULUM

DEGREE	QUALITY OF INSTRUCTION IN MAJOR					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	2	12	0	0	0	14
Row%	(14)	(86)				(100)
Col%	(3)	(12)				(8)
Occupational/ Technical						
No.	49	81	7	0	0	137
Row%	(36)	(59)	(5)			(100)
Col%	(83)	(80)	(88)			(81)
Certificate						
No.	8	8	1	1	0	18
Row%	(44)	(44)	(6)	(6)		(100)
Col%	(14)	(8)	(12)	(100)		(11)
Total						
No.	59	101	8	1	0	169
Row%	(35)	(60)	(5)	(1)		(101) *
Col%	(100)	(100)	(100)	(100)		(100)

*Rounding error

instruction as "superior" and 86 percent said it was "good." Occupational/technical graduates rated instruction in their major fields as follows: 36 percent gave "superior ratings, 59 percent said "good," and 5 percent said "fair." Students giving "fair" ratings were enrolled in the following programs: Nursing (1 student), Data Processing (2 students), Management (2 students), and Electronics (2 students). "Superior" and "good" ratings were given by 44 percent each of all Certificate graduates. One student each gave "fair" and "poor" ratings; they were both enrolled in the Machine Shop program.

The graduate ratings of the quality of instruction outside their major curriculum were slightly less positive than those in the major fields. "Superior" and "good" ratings accounted for 84 percent of all

TABLE 30
DEGREE BY QUALITY OF INSTRUCTION
NOT IN MAJOR CURRICULUM

DEGREE	QUALITY OF INSTRUCTION NOT IN MAJOR					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	3	10	1	0	0	14
Row%	(21)	(71)	(7)			(99) *
Col%	(12)	(9)	(4)			(8)
Occupational/ Technical						
No.	17	95	20	1	4	137
Row%	(12)	(69)	(15)	(1)	(3)	(100)
Col%	(68)	(82)	(87)	(100)	(100)	(81)
Certificate						
No.	5	11	2	0	0	18
Row%	(28)	(16)	(11)			(100)
Col%	(8)	(9)	(9)			(11)
Total						
No.	25	116	23	1	4	169
Row%	(15)	(69)	(14)	(1)	(2)	(101) *
Col%	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding error

respondents, "fair" ratings were given by 14 percent, 1 percent said "poor," and 2 percent failed to respond to this item. Specifically, all College Transfer graduates rated instruction outside their major fields as "superior" or "good" with exception of a person in Liberal Arts. About 4 out of every 5 A.A.S. degree students also gave "superior" or "fair" ratings. The remainder (19 percent) either rated instruction outside their major fields as "fair," "poor," or they provided no response. "Fair" ratings (in descending order) were given in the following disciplines: Data Processing (7), Nursing (3), Management (3), Funeral Services (1), Accounting (1), Architecture (1), Instrumentation (1), Mechanical (1), General Engineering (1), and Electronics (1). Only 1 A.A.S. graduate in Nursing gave a "poor" rating

when asked to evaluate instruction outside the major. Two students in Nursing, 1 in Data Processing, and 1 in Architectural Engineering did not respond to this item.

TABLE 31
DEGREE BY COURSE CONTENT
IN MAJOR CURRICULUM

DEGREE	COURSE CONTENT IN MAJOR					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	3	9	2	0	0	14
Row%	(21)	(64)	(14)			(99) *
Col%	(6)	(9)	(13)			(8)
Occupational/ Technical						
No.	43	80	12	1	1	137
Row%	(31)	(58)	(9)	(1)	(1)	(100)
Col%	(83)	(80)	(80)	(100)	(100)	(81)
Certificate						
No.	6	11	1	0	0	18
Row%	(33)	(61)	(6)			(100)
Col%	(12)	(11)	(7)			(11)
Total						
No.	52	100	15	1	1	169
Row%	(31)	(59)	(9)	(1)	(1)	(101) *
Col%	(101)*	(100)	(100)	(100)	(100)	(100)

*Rounding error

Table 31 gives a summary of the graduates' perceptions of the course content in their major fields of study by degree received. Again, it was encouraging to note that 90 percent of all respondents rated course content in their major as "superior" or "good." Proportionately, Certificate graduates gave the most positive ratings, followed by Occupational/Technical and College Transfer students. Ninety-four percent of Certificate graduates gave "superior" or "good" ratings when asked to evaluate major course content, while only 1

student (or 6 percent) in Machine Shop gave a "fair" rating. Eighty-nine percent of the A.A.S degree recipients who responded said major course content was "superior" or "good." Twelve students (or 9 percent) who received occupational/technical degrees gave "fair" ratings. They were enrolled in the following programs: Nursing (3 students), Data Processing (3), Management (2), Funeral Services (1), Secretarial Science (1), Industrial Engineering (1), and Electronics (1). Only 1 student who completed the Data Processing program said it was "poor" and 1 in Police Science did not address this item. College Transfer graduates responded in the following manner--85 percent gave "superior" or "good" ratings and two students or 14 percent provided "fair" ratings. The latter two students were enrolled in Liberal Arts and General Studies.

TABLE 32
DEGREE BY FACULTY ADVISING

DEGREE	FACULTY ADVISING					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	6	4	2	1	14
Row%	(7)	(43)	(29)	(14)	(7)	(100)
Col%	(2)	(9)	(10)	(15)	(25)	(8)
Occupational/ Technical						
No.	37	54	35	9	2	137
Row%	(27)	(39)	(26)	(7)	(1)	(100)
Col%	(88)	(79)	(83)	(69)	(50)	(81)
Certificate						
No.	4	8	3	2	1	18
Row%	(22)	(44)	(17)	(11)	(6)	(100)
Col%	(10)	(12)	(7)	(15)	(25)	(11)
Total						
No.	42	68	42	13	4	169
Row%	(25)	(40)	(25)	(8)	(2)	(100)
Col%	(100)	(100)	(100)	(99)*	(100)	(100)

*Rounding error

The evaluation of faculty advising in Table 32 presents documentation that this is an issue that the College must address forthrightly. Sixty-five percent rated faculty advising as "superior" or "good," 33 percent gave "fair" or "poor" ratings and 2 percent did not respond to this item. An analysis by discipline shows that 50 percent of the College Transfer students rated faculty advising as "superior" or "good," 43 percent said it was "fair" or "poor," and 1 respondent (or 7 percent) did not address this item. Graduates giving "superior" or "good" ratings were enrolled in Business Administration (4 or 57 percent), Education (1 or 50 percent), Liberal Arts (1 or 50 percent), and General Studies (1 or 50 percent). Graduates giving "fair" or "poor" ratings were in: Business Administration (2 or 29 percent), Education (1 or 50 percent), Liberal Arts (1 or 50 percent), General Studies (1 or 50 percent), and Science (1 or 100 percent).

Sixty-six percent of the A.A.S. degree graduates rated advising as "superior" or "good" while 33 percent gave it a "fair" or "poor" rating and 2 students (or 1 percent) did not respond. The most positive ratings in this area were from the 11 respondents in the Mental Health/Human Services program who all gave "superior" or "good" ratings. Other predominately positive ratings were given in: Accounting (5 or 50 percent said "superior" and 4 or 40 percent said "good"), Clerk Typist (4 or 100 percent gave "good"), HRIM (50 percent said superior and 1 or 50 percent gave "good"), Secretarial Science (2 or 33 percent said "superior" and 3 or 50 percent said "good"), Teacher Aide (1 or 100% said "superior"), Architecture (1 or 25 percent said "superior" and 3 or 75 percent said "good"), Instrumentation (2 or 100 percent said "good"), and Industrial Engineering (1 or 50 percent said "superior" and 1 or 50

percent gave "good"). Following is a frequency of those students who completed A.A.S. programs with "fair" or "poor" ratings in advising: Funeral Services (2 or 29 percent), Nursing (8 or 38 percent), Accounting (1 or 10 percent), Data Processing (14 or 54 percent), Management (7 or 39 percent), Secretarial Science (1 or 17 percent), Police Science (4 or 44 percent), Automotive (1 or 50 percent), Mechanical Engineering (1 or 50 percent), General Engineering (2 or 50 percent), and Electronics (3 or 27 percent).

Finally, proportionately, Certificate graduates rated faculty advising very similar to A.A.S. students. Sixty-six percent said "fair" or "poor" and only 1 student or 6 percent did not address this item. Following is a summary of ratings by program: Clerk Typist (4 or 100 percent gave "good" when asked to rate advising), Teacher Aide (1 or 100 percent said "superior"), and Child Care (3 or 50 percent said "superior," 1 or 17 percent said "good," and 2 or 33 percent said "fair"), Machine Shop (1 or 33 percent said "fair", 1 or 33 percent said "poor," and 1 or 33 percent did not respond), and Welding (3 or 75 percent gave "good" ratings and 1 or 25 percent said "poor"). The ratings given by graduates to this item are much less positive than those of the 1983 graduating class.

The majority of the graduates (73 percent) rated access to faculty as "superior" or "good," while 24 percent said "fair" or "poor," and only 3 percent did not address this item as displayed in Table 33. A summary by degree shows that over half (57 percent) of the College Transfer graduates described faculty availability as "superior" or "good" and 43 percent said "fair." Following is a listing of College Transfer graduates' responses: Business Administration (4 or 57 percent

TABLE 33
DEGREE BY ACCESS TO FACULTY

DEGREE	ACCESS TO FACULTY					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	3	5	6	0	0	14
Row%	(21)	(36)	(43)			(100)
Col%	(6)	(7)	(17)			(8)
Occupational/ Technical						
No.	41	60	27	5	4	137
Row%	(30)	(44)	(20)	(4)	(3)	(101) *
Col%	(84)	(81)	(75)	(100)	(80)	(81)
Certificate						
No.	5	9	3	0	1	18
Row%	(28)	(50)	(17)		(6)	(101) *
Col%	(10)	(12)	(8)		(20)	(11)
Total						
No.	49	74	36	5	5	169
Row%	(29)	(44)	(21)	(3)	(3)	(100)
Col	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding error

said "good" and 3 or 43 percent said "fair"), Education (1 or 50 percent said "superior" and 1 or 50 percent gave a "fair" rating), Liberal Arts (2 or 100 percent said "fair"), General Studies (1 or 50 percent said "superior" and 1 or 50 percent gave "fair"), and Science (1 or 100 percent said "superior" in response to this item).

Occupational/Technical and Certificate graduates had higher ratings (proportionately) than did College Transfer students. Almost three-fourths of the A.A.S. graduates described access to faculty as "superior" or "good" while 20 percent said "fair," 4 percent said "poor," and 3 percent did not address this item. Following is the number and percentage of "superior" or "good" ratings by A.A.S. degree recipients concerning faculty accessibility: Mental Health (2 or 50

percent), Funeral Services (7 or 100 percent), Nursing (9 or 43 percent), Accounting (7 or 70 percent), Data Processing (18 or 69 percent), Management (10 or 56 percent), HRJM (2 or 100 percent), Secretarial Science (5 or 83 percent), Police Science (3 or 33 percent), Human Services (7 or 100 percent), Architecture (3 or 100 percent), Automotive (2 or 100 percent), Instrumentation (2 or 100 percent), Mechanical Engineering (2 or 100 percent), General Engineering (3 or 75 percent), and Electronics (10 or 91 percent). "Fair" or "poor" ratings were recorded in the following areas: Mental Health (1 or 25 percent), Nursing (3 or 17 percent), Accounting (3 or 30 percent), Data Processing (8 or 31 percent), Management (8 or 44 percent), Secretarial Science (1 or 17 percent), Police Science (6 or 67 percent), General Engineering (1 or 25 percent), and Electronics (1 or 9 percent).

Certificate graduates responded as follows concerning access to faculty: Clerk Typist (3 or 75 percent said "good" and 1 or 25 percent said "fair"), Teacher Aide (1 or 100 percent said "superior"), Child Care (3 or 50 percent gave "superior" ratings, 1 or 17 percent said "good," and 2 or 33 percent said "fair"), and Machine Shop (2 or 67 percent said "good"). NOTE: Non-respondents may account for the fact that totals do not add up to 100 percent in a given program.

Table 34 gives a summary of the respondents perceptions concerning lab equipment and facilities by degree. Overall, about 70 percent of the respondents rated lab equipment and facilities as "superior" or "good," 23 percent said "fair" or "poor" and 6 percent failed to respond to this item. In general, most respondents gave "good" or "fair" ratings. Responses by degree and program include College Transfer graduates, 64 percent of whom rated equipment and facilities as "good."

TABLE 34
DEGREE BY LAB EQUIPMENT AND FACILITIES

DEGREE	LAB EQUIPMENT AND FACILITIES					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	0	9	2	1	2	14
Row%		(64)	(14)	(7)	(14)	(99) *
Col%		(9)	(6)	(12)	(20)	(8)
Occupational/ Technical						
No.	17	79	28	7	6	137
Row%	(12)	(58)	(20)	(5)	(4)	(99) *
Col%	(81)	(80)	(90)	(88)	(60)	(81)
Certificate						
No.	4	11	1	0	2	18
Row%	(22)	(61)	(6)		(11)	(100)
Col%	(19)	(11)	(3)		(28)	(11)
Total						
No.	21	99	31	8	10	169
Row%	(12)	(59)	(18)	(5)	(6)	(100)
Col	(100)	(100)	(99)	(100)	(100)	(100)

*Rounding error

(None of the Transfer graduates chose "superior" in their rating of this item.) Twenty-one percent said "fair" or "poor" and 14 percent chose not to address this item. Specifically, respondents in Business Administration were as follows: 3 or 43 percent said "good," 1 or 14 percent each said "fair" and "poor," and 2 or 29 percent gave no response. Both respondents in Education said "good" (2 or 100 percent). Liberal Arts responses included 1 (or 50 percent) who said "good" and 1 (or 50 percent) who said "fair." Both General Studies respondents said "good" when asked to evaluate equipment and facilities. Only 1 Science graduate responded who also gave a "good" rating.

Occupational/technical responses were 70 percent "superior" or "good," 20 percent "fair," 5 percent "poor," and 4 percent did not

provide a response. "Superior" or "good" ratings were as follows in the A.A.S. programs: Mental Health (4 or 100 percent), Funeral Services (5 or 71 percent), Nursing (13 or 62 percent), Accounting (9 or 90 percent), Data Processing (17 or 65 percent), (NOTE: None of the 26 Data Processing respondents gave a "superior" rating), Management (12 or 67 percent), HRIM (1 or 50 percent), Secretarial Science (5 or 83 percent), Police Science (5 or 56 percent), Human Services (7 or 100 percent), Architecture (2 or 50 percent), Automotive (2 or 100 percent), Instrumentation (2 or 100 percent), Mechanical Engineering (1 or 50 percent), Industrial Engineering (1 or 50 percent), General Engineering (3 or 75 percent), and Electronics (7 or 64 percent). "Fair" or "poor" ratings were given by the following A.A.S. graduates concerning equipment and facilities: Funeral Services (1 or 14 percent), Nursing (6 or 29 percent), Data Processing (9 or 35 percent), Management (5 or 28 percent), HRIM (1 or 50 percent), Secretarial Science (1 or 17 percent), Police Science (3 or 33 percent), Architecture (2 or 50 percent), Mechanical Engineering (1 or 50 percent), Industrial Engineering (1 or 50 percent), General Engineering (1 or 25 percent), and Electronics (4 or 36 percent).

Certificate graduates rated lab equipment and facilities as follows: Clerk Typist (1 or 15 percent said "superior" and 3 or 75 percent said "good"), Teacher Aide (1 or 100 percent said "superior," 4 or 67 percent said "good," and 1 or 17 percent did not address this item), Machine Shop (2 or 67 percent said "good" and 1 or 33 percent did not respond to this item), and Welding (1 or 25 percent said "superior," 2 or 50 percent said "good," and 1 or 25 percent said "fair"). Totals may not add up due to non-respondents.

TABLE 35
DEGREE BY EVALUATION BY INSTRUCTORS
(GRADES, TESTS, ETC.)

DEGREE	EVALUATION BY INSTRUCTOR					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	2	10	2	0	0	14
Row%	(14)	(71)	(14)			(99) *
Col%	(6)	(9)	(8)			(8)
Occupational/ Technical						
No.	24	90	20	1	2	137
Row%	(17)	(66)	(15)	(1)	(1)	(100)
Col%	(77)	(81)	(83)	(100)	(100)	(81)
Certificate						
No.	5	11	2	0	0	18
Row%	(28)	(61)	(11)			(100)
Col%	(16)	(10)	(8)			(11)
Total						
No.	31	111	24	1	2	169
Row%	(18)	(66)	(14)	(1)	(1)	(100)
Col	(99)*	(100)	(99)*	(100)	(100)	(100)

*Rounding error

Table 35 reveals that the majority of the graduates (84 percent) indicated that their evaluation by instructors was "superior" or "good," 14 percent rated it as "fair," 1 percent gave a "poor" rating, and 1 percent did not respond to this item. Similar ratings were given by graduates in the College Transfer, Occupational/technical, and Certificate programs. Only 1 student in Nursing gave this item a "poor" rating.

TABLE 36
DEGREE BY CLASSROOM SIZE

DEGREE	CLASSROOM SIZE					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer	1	11	2	0	0	14
No.	(7)	(79)	(14)			(100)
Row%	(3)	(10)	(10)			(8)
Col%						
Occupational/ Technical						
No.	27	89	17	3	1	137
Row%	(20)	(65)	(12)	(2)	(1)	(100)
Col%	(77)	(82)	(81)	(100)	(100)	(81)
Certificate						
No.	7	9	2	0	0	18
Row%	(39)	(50)	(11)			(100)
Col%	(20)	(8)	(10)			(11)
Total						
No.	35	109	21	3	1	169
Row%	(21)	(64)	(12)	(2)	(1)	(100)
Col %	(100)	(100)	(101)*	(100)	(100)	(100)

*Rounding error

As referenced in Table 36, classroom size also received positive ratings by graduates. Eighty-five (85) percent rated class size as "superior" or "good," 12 percent said it is "fair," 2 percent gave a "poor" rating, and 1 percent did not address this item. Three persons gave class size a "poor" rating, two of whom were enrolled in data processing and 1 completed course requirements in general engineering.

TABLE 37
DEGREE BY COST OF BOOKS AND SUPPLIES

DEGREE	COST OF BOOKS AND SUPPLIES					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	6	6	1	0	14
Row%	(7)	(43)	(43)	(7)		(100)
Col%	(11)	(12)	(6)	(7)		(8)
Occupational/ Technical						
No.	6	39	77	12	3	137
Row%	(4)	(28)	(56)	(9)	(2)	(99) *
Col%	(67)	(78)	(84)	(80)	(100)	(81)
Certificate						
No.	2	5	9	2	0	18
Row%	(11)	(28)	(50)	(11)		(100)
Col%	(22)	(10)	(10)	(13)		(11)
Total						
No.	9	50	92	15	3	169
Row%	(5)	(30)	(54)	(9)	(2)	(100)
Col %	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding error

One of the most negative of all ratings was the cost of books and supplies. As shown in Table 37, only 5 percent said "superior," 30 percent gave "good" as a response, 54 percent said "fair," 9 percent said "poor," and 2 percent failed to address this item. "Poor" ratings were given by students in the following A.A.S. degree programs: Funeral Services (1), Accounting (1), Data Processing (3), Management (2), HRIM (1), Secretarial Science (1), Police Science (1), Electronics (1), and Architecture (1). One student in Education gave a "poor" rating to the "cost of books and supplies" and two in the Welding program gave "poor" ratings.

TABLE 38
DEGREE BY OVERALL QUALITY OF INSTRUCTION

DEGREE	OVERALL QUALITY OF INSTRUCTION					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	2	11	1	0	0	14
Row%	(14)	(79)	(7)			(100)
Col%	(5)	(9)	(10)			(8)
Occupational/ Technical						
No.	32	97	7	0	1	137
Row%	(23)	(71)	(5)		(1)	(100)
Col%	(80)	(82)	(70)		(100)	(81)
Certificate						
No.	6	10	2			18
Row%	(33)	(56)	(11)			(100)
Col%	(15)	(8)	(20)			(11)
Total						
No.	40	118	10	0	1	169
Row%	(24)	(70)	(6)		(1)	(101) *
Col %	(100)	(99)*	(100)		(100)	(100)

*Rounding error

Table 38 shows that the overwhelming majority (94 percent) of all graduates rated the overall quality of instruction as "superior" or "good" and 6 percent gave a fair rating. An item worthy of note is that none of the graduates rated instruction as "poor." Only one student did not respond to this item.

TABLE 39
DEGREE BY RECOMMEND COLLEGE

DEGREE	RECOMMEND COLLEGE			
	Yes	No	No Response	Total
College Transfer				
No.	14	0	0	14
Row%	(100)			(100)
Col%	(9)			(8)
Occupational/ Technical				
No.	122	12	3	137
Row%	(89)	(9)	(2)	(100)
Col%	(81)	(80)	(100)	(81)
Certificate				
No.	15	3	0	18
Row%	(83)	(17)		(100)
Col%	(10)	(20)		(11)
Total				
No.	151	15	3	169
Row%	(89)	(9)	(2)	(100)
Col %	(100)	(100)	(100)	(100)

Almost 9 out of every 10 graduates said they would recommend the College to a person seeking to complete the same program (see Table 39). The remaining graduates who said they would not recommend the College were enrolled in the following programs: Nursing (5 or 24 percent), Management (2 or 11 percent), Accounting (1 or 11 percent), Data Processing (1 or 4 percent), HRIM (1 or 9 percent), Machine Shop (2 or 67 percent), and Child Care (1 or 17 percent). It is noteworthy that all College transfer graduates said they would recommend the program.

EMPLOYMENT STATUS

TABLE 40
DEGREE BY EMPLOYMENT STATUS

DEGREE	EMPLOYMENT STATUS						
	Full time	Part time	Military Service	Unempl Seeking	Unempl N/Seek	No Response	Total
College Transfer							
No.	9	2	0	0		3	14
Row%	(64)	(14)				(21)	(99) *
Col%	(7)	(12)				(17)	(8)
Occupational/ Technical							
No.	106	13	1	0	4	13	137
Row%	(77)	(9)	(1)		(3)	(9)	(100)
Col%	(85)	(76)	(33)		(80)	(72)	(81)
Certificate							
No.	10	2	2	1	1	2	18
Row%	(56)	(11)	(11)	(6)	(6)	(11)	(101) *
Col%	(8)	(12)	(67)	(100)	(20)	(11)	(11)
Total							
No.	125	17	3	1	5	18	169
Row%	(74)	(10)	(2)	(1)	(3)	(10)	(100)
Col%	(100)	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding error

Table 40 gives a summary of the employment status of the 1984 graduating class. Almost 3 out of every 4 graduates said they are employed on a full-time basis (up by 10 percent compared to last year), 10 percent said they are employed on a part-time basis, and the remainder indicated full-time military service (2 percent), unemployed and seeking work (1 percent), and unemployed and not seeking employment (3 percent). A total of 18 students or 10 percent did not respond to this item. It is interesting to note that College Transfer students are employed at a rate similar to that of Occupational/Technical and Certificate graduates. If this is the beginning of a trend, it is due no doubt to improved economic conditions of which College Transfer students are taking advantage.

TABLE 41
DEGREE BY SOURCE OF JOB

DEGREE	SOURCE OF JOB						
	Faculty Member	Friend	News-paper	Private Employ. Agency	Other	No Response	Total
College Transfer							
No.	0	3	1	1	6	3	14
Row%		(21)	(7)	(7)	(43)	(21)	(99) *
Col%		(7)	(6)	(14)	(10)	(11)	(8)
Occupational/ Technical							
No.	10	35	15	6	50	21	137
Row%	(7)	(26)	(11)	(4)	(36)	(15)	(99) *
Col%	(100)	(80)	(83)	(86)	(81)	(75)	(81)
Certificate							
No.	0	6	2	0	6	4	18
Row%		(33)	(11)		(33)	(22)	(99) *
Col%		(14)	(11)		(10)	(14)	(11)
Total							
No.	10	44	18	7	62	28	169
Row%	(6)	(26)	(11)	(4)	(37)	(17)	(101) *
Col%	(100)	(101)*	(100)	(100)	(101)*	(100)	(100)

*Rounding error

As shown in Table 41, a wide range of responses was given when graduates were asked "how did you find out about your present job." The largest percentage of graduates cited "other" reasons (37 percent) as the source of their jobs, followed by friends (26 percent), newspaper (11 percent) faculty members (6 percent), and private employment agency (4 percent). The slightly over 15 percent remaining provided no response or gave one of several minor reasons. "Other" reasons are enumerated in the section on "Student Comments."

Graduates were asked if they held their present jobs while enrolled at John Tyler Community College (see Table 42). About one-third said "yes," slightly over one-half said "no," and the remainder did not address this item. Interestingly, half of the College Transfer

TABLE 42
DEGREE BY JOB HELD WHILE ENROLLED
AT JTCC

DEGREE	JOB HELD WHILE ENROLLED AT JTCC			
	Yes	No	No Response	Total
College Transfer				
No.	7	3	4	14
Row%	(50)	(21)	(29)	(100)
Col%	(13)	(3)	(15)	(8)
Occupational/ Technical				
No.	44	74	19	137
Row%	(32)	(54)	(14)	(100)
Col%	(80)	(85)	(70)	(81)
Certificate				
No.	4	10	4	18
Row%	(22)	(56)	(22)	(100)
Col%	(7)	(11)	(15)	(11)
Total				
No.	55	87	27	169
Row%	(33)	(51)	(16)	(100)
Col%	(100)	(99)*	(100)	(100)

*Rounding error

graduates responded affirmatively, slightly less than one-third of the Occupational/Technical graduates and about one-fifth of the Certificate graduates reported having their current jobs while pursuing their studies.

This item becomes quite interesting when it is viewed in light of students' major fields of study. Almost 70 percent of the Data Processing majors (18 students) said they did not hold their present jobs while enrolled. Similarly, 81 percent of the Nursing graduates (or 17 students) indicated they did not hold their current jobs while in school. Similar responses were given by Secretarial Science students (4 or 67 percent) and Electronics/Engineering graduates. In the latter

field, 3 or 75% of the Architecture, 1 or 50 percent of the Automotive, 2 or 100 percent of the Instrumentation, 2 or 67 percent of the Machine Shop, 1 or 50 percent of the Industrial Engineering, 3 or 75 percent of the General Engineering, 7 or 64 percent of the Electronics, and 3 or 75 percent of the Welding graduates said they did not hold their present jobs while in school.

Reverse responses were given by graduates in the following programs: Accounting (6 or 60 percent) and Police Science (7 or 78 percent) graduates said "yes," they held their present jobs while enrolled.

Respondents in several programs were almost evenly split, including Funeral Services (4 or 57 percent) and Management (7 or 39 percent).

TABLE 43
DEGREE BY JOB PROMOTION

DEGREE	JOB PROMOTION			
	Yes	No	No Response	Total
College Transfer				
No.	4	7	3	14
Row%	(29)	(50)	(21)	(100)
Col%	(9)	(7)	(10)	(8)
Occupational/ Technical				
No.	39	78	20	137
Row%	(28)	(47)	(15)	(100)
Col%	(89)	(82)	(67)	(81)
Certificate				
No.	1	10	7	18
Row%	(6)	(56)	(39)	(100)
Col%	(2)	(11)	(23)	(11)
Total				
No.	44	95	30	169
Row%	(26)	(56)	(18)	(100)
Col%	(100)	(100)	(100)	(100)

*Rounding error

Table 43 gives the graduates' degree by job promotion. Although only about one-fourth of all graduates indicated they had received job

promotions, at least half of the respondents in the following programs indicated having received a promotion: Mental Health (2 or 50 percent), Accounting (2 or 50 percent), HRIM (1 or 50 percent), Liberal Arts (1 or 50 percent), General Studies (1 or 100 percent), Science (1 or 100 percent), Architecture (2 or 50 percent), Automotive (2 or 100 percent), and Mechanical Engineering (1 or 50 percent). Numerically, the largest number of graduates were promoted in the following areas: Data Processing (9 students or 35 percent), Management (6 students or 33 percent), Nursing (6 students or 29 percent), and Accounting (5 students or 50 percent).

TABLE 44
DEGREE BY SALARY

DEGREE	SALARY								
	Up to $4,999	$5,000 to 9,999	10,000 to 14,999	15,000 to 19,999	20,000 to 24,999	25,000 to 29,999	30,000 or over	No Response	Total
College Transfer									
No.	0	0	1	4	0	1	1	7	14
Row%			(7)	(29)		(7)	(7)	(50)	(100)
Col%			(4)	(9)		(14)	(20)	(12)	(8)
Oc/Tech									
No.	2	12	23	36	14	6	4	40	137
Row%	(1)	(9)	(17)	(26)	(10)	(4)	(3)	(29)	(99)*
Col%	(67)	(92)	(88)	(84)	(93)	(86)	(80)	(70)	(81)
Certificate									
No.	1	1	2	3	1	0	0	10	18
Row%	(6)	(6)	(11)	(17)	(6)			(55)	(101)*
Col%	(33)	(8)	(8)	(7)	(7)			(18)	(11)
Total									
No.	3	13	26	43	15	7	5	57	169
Row%	(2)	(8)	(15)	(25)	(9)	(4)	(3)	(34)	(100)
Col%	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding error

One of the most confidential items on the survey instrument is "salary" of the graduate, which is summarized in Table 44. Slightly

over one-third (34 percent) of the respondents chose not to respond to the item. About one-fourth reported salaries in the range $15,000 - 19,999 and 15 percent said they earned $10,000 - 14,999. Nine (9) percent gave $20,000 - 24,999 and 8 percent said they earned $5,000 - 9,999. The remainder of the respondents reported salaries as follows: 4 percent said they earned $25,000 - 29,000; 3 percent reported earning $30,000 or more; and only 2 percent said they earned less than $5,000.

Salaries of less than $5,000 were reported by 1 graduate each in Management and General Engineering, and 2 in the Child Care program. Without a doubt, most of these graduates are employed on a part-time basis. The highest salaries ($25,000 or more) were given by graduates in the following areas: Accounting, Data Processing, Management, Business Administration, Hotel Restaurant Institutional Management, Police Science, Liberal Arts, Industrial Engineering, and Electronics.

The range of salaries by program begins on page 92.

TABLE 45
DEGREE BY HOURS WORKED PER WEEK

DEGREE	HOURS WORKED				
	Less than 40	40	More than 40	No Response	Total
College Transfer					
No.	1	6	2	5	14
Row%	(7)	(43)	(14)	(36)	(100)
Col%	(5)	(8)	(12)	(9)	(8)
Occupational/ Technical					
No.	18	65	12	42	137
Row%	(13)	(47)	(9)	(31)	(100)
Col%	(90)	(84)	(75)	(75)	(81)
Certificate					
No.	1	6	2	9	18
Row%	(6)	(33)	(11)	(50)	(100)
Col%	(5)	(8)	(13)	(16)	(11)
Total					
No.	20	77	16	56	169
Row%	(12)	(46)	(9)	(33)	(100)
Col%	(100)	(100)	(100)	(100)	(100)

Table 45 gives the degree received by 1984 graduates and the number of hours worked per week. Almost one-half of the respondents (46 percent) said they work an average of 40 hours per week and about one-third (33 percent) did not respond to this item. The remainder of the respondents said they either worked less than 40 hours (12 percent) or more than 40 hours (9 percent). Distinctions were not significant by type of degree.

TABLE 46
DEGREE BY JOB RELATEDNESS

DEGREE	JOB RELATEDNESS				
	Yes, directly	Yes, somewhat	No, not related	No Response	Total
College Transfer					
No.	3	4	4	3	14
Row%	(21)	(29)	(29)	(21)	(100)
Col%	(4)	(14)	(13)	(12)	(8)
Occupational/ Technical					
No.	75	23	22	17	137
Row%	(55)	(17)	(16)	(12)	(100)
Col%	(88)	(79)	(73)	(68)	(81)
Certificate					
No.	7	2	4	5	18
Row%	(39)	(11)	(22)	(28)	(100)
Col%	(8)	(7)	(13)	(20)	(11)
Total					
No.	85	29	30	25	169
Row%	(50)	(17)	(18)	(15)	(100)
Col%	(100)	(100)	(99)*	(100)	(100)

*Rounding error

Two-thirds of the graduates indicated that their present jobs are related to their fields of training (see Table 46 above). Only 18 percent said their jobs are not related and 15 percent failed to address this item. It is interesting that all of the graduates in the following areas indicated working in their respective fields: Funeral Services, Nursing, Accounting, Teacher Aide, Child Care, Science, Instrumentation, Mechanical Engineering, and Industrial Engineering. Graduates who indicated they were not working in their fields of training were (in descending order): Data Processing (5 or 19 percent), Management (4 or 22 percent), Police Science (3 or 33 percent), Electronics (3 or 27 percent), Liberal Arts (2 or 100 percent), Welding (2 or 50 percent), Mental Health (1 or 25 percent), Business Administration (1 or 14

percent), Clerk Typist (1 or 25 percent), HRIM (1 or 50 percent), Secretarial Science (1 or 17 percent), Human Services (1 or 17 percent), General Studies (1 or 50 percent), Architecture (1 or 25 percent), Automotive (1 or 50 percent), Machine Shop (1 or 33 percent), and General Engineering (1 or 25 percent).

TABLE 47
DEGREE BY JOB SATISFACTION:
CHALLENGING AND INTERESTING WORK

DEGREE	CHALLENGING AND INTERESTING WORK					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	4	2	4	0	4	14
Row%	(29)	(14)	(29)		(29)	(101)*
Col%	(6)	(4)	(22)		(15)	(8)
Occupational/ Technical						
No.	58	45	13	4	17	137
Row%	(42)	(33)	(9)	(3)	(12)	(99)*
Col.	(89)	(83)	(72)	(67)	(65)	(81)
Certificate						
No.	3	7	1	2	5	18
Row%	(17)	(39)	(6)	(11)	(28)	(101)*
Col%	(5)	(13)	(6)	(33)	(19)	(11)
Total						
No.	65	54	18	6	26	169
Row%	(38)	(32)	(11)	(4)	(15)	(100)
Col	(100)	(100)	(100)	(100)	(99)*	(100)

*Rounding error

When asked to rate the extent to which their current jobs provided challenging and interesting work, 70 percent rated their job satisfaction as "superior" or "good." This rating is up by 10 percent compared to the 1983 graduating class. Only 15 percent gave their present jobs a "fair" or "poor" rating concerning challenging and interesting work. An additional 15 percent did not respond to this item. Differences were not significant by discipline.

TABLE 48
DEGREE BY JOB SATISFACTION:
RELATIONS WITH COLLEAGUES

DEGREE	RELATIONS WITH COLLEAGUES					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	3	5	1	1	4	14
Row%	(21)	(36)	(7)	(7)	(29)	(100)
Col%	(6)	(6)	(14)	(14)	(15)	(8)
Occupational/ Technical						
No.	46	64	6	4	17	137
Row%	(34)	(47)	(4)	(3)	(12)	(100)
Col.	(90)	(82)	(86)	(57)	(65)	(81)
Certificate						
No.	2	9	0	2	5	18
Row%	(11)	(50)		(11)	(28)	(100)
Col%	(4)	(12)		(29)	(19)	(11)
Total						
No.	51	78	7	7	26	169
Row%	(30)	(46)	(4)	(4)	(15)	(99) *
Col	(100)	(100)	(100)	(100)	(99)*	(100)

*Rounding error

Over three-fourths of the respondents (76 percent) indicated they have "superior" or "good" relations with their colleagues (Table 48). Only 8 percent indicate "fair" or "poor" relations with their co-workers. Again, positive responses are up by over 10 percent compared to graduate responses last year.

TABLE 49
DEGREE BY JOB SATISFACTION:
SALARY

DEGREE	SALARY					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	2	3	4	1	4	14
Row%	(14)	(21)	(29)	(7)	(29)	(100)
Col%	(7)	(4)	(12)	(7)	(15)	(8)
Occupational/ Technical						
No.	24	59	26	11	17	137
Row%	(18)	(43)	(19)	(8)	(12)	(100)
Col.	(89)	(88)	(76)	(73)	(65)	(81)
Certificate						
No.	1	5	4	3	5	18
Row%	(6)	(28)	(22)	(17)	(28)	(101) *
Col%	(4)	(7)	(12)	(20)	(19)	(11)
Total						
No.	27	67	34	15	26	169
Row%	(16)	(40)	(20)	(9)	(15)	(100)
Col	(100)	(99)*	(100)	(100)	(99)*	(100)

*Rounding error

Graduates who were working gave a fairly wide range of responses when asked to indicate the level of satisfaction with their salaries. Forty percent rated their salaries as "good," 20 percent said "fair," 16 percent said "superior" and 9 percent said "poor." An additional 15 percent chose not to respond to this item. It is interesting that Occupational/Technical (A.A.S) degree recipients gave the higher ratings concerning salaries, followed by College Transfer, and Certificate graduates.

The majority of the graduates in the following programs rated salary as "superior" or "good": Mental Health (2 or 50 percent), Nursing (18 or 86 percent), Accounting (6 or 60 percent), Data Processing (17 or 65 percent), Clerk Typist (4 or 100 percent), HPIM (2

or 100 percent), Secretarial Science (3 or 50 percent), Police Science (7 or 78 percent), Liberal Arts (2 or 100 percent), General Studies (1 or 50 percent), Architecture (3 or 75 percent), Instrumentation (1 or 50 percent), Mechanical Engineering (2 or 100 percent), Industrial Engineering (2 or 100 percent), and Electronics (6 or 55 percent).

Moderate ratings concerning salaries were reported by graduates in the following areas: Funeral Services (3 or 43 percent gave "good" ratings when asked about salary), and Management (8 or 44 percent gave "superior" or "good" ratings).

The remainder of the ratings were: Business Administration (3 or 43 percent gave "fair" or "poor" ratings concerning salary), Human Services (3 or 43 percent rated salary "fair" or "poor"), Education (1 or 50 percent said "fair" or "poor"), Teacher Aide (1 or 100 percent said "fair"), Child Care (2 or 33 percent said salaries were "poor"), Science (1 or 100 percent gave salary a "fair" rating), Automotive (2 or 100 percent said salaries are "fair"), Machine Shop (3 or 67 percent said salaries are "fair"), General Engineering (3 or 75 percent said salaries are "fair" or "poor"), and Welding (2 or 50 percent gave a "fair" or "poor" rating concerning their current salaries).

NOTE: Non-responses must be taken into account when attempting to evaluate a program in its entirety.

TABLE 50
DEGREE BY JOB SATISFACTION:
OPPORTUNITY FOR ADVANCEMENT

DEGREE	OPPORTUNITY FOR ADVANCEMENT					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	2	2	5	4	14
Row%	(7)	(14)	(14)	(36)	(29)	(100)
Col%	(3)	(4)	(8)	(17)	(14)	(8)
Occupational/ Technical						
No.	33	47	17	21	19	137
Row%	(24)	(34)	(12)	(15)	(14)	(99) *
Col.	(97)	(89)	(68)	(72)	(68)	(81)
Certificate						
No.	0	4	6	3	5	18
Row%		(22)	(33)	(17)	(28)	(100)
Col%		(7)	(24)	(10)	(18)	(11)
Total						
No.	34	53	25	29	28	169
Row%	(20)	(31)	(15)	(17)	(17)	(100)
Col	(100)	(100)	(100)	(99)*	(100)	(100)

*Rounding error

Table 50 gives the degree received by opportunity for advancement on their jobs. Slightly over half of the graduates indicated that opportunities for advancement were "superior" or "good," 15 percent said "fair," and 17 percent said opportunities are "poor." An additional 17 percent chose not to respond to this item, presumably because they are not working. As expected, Occupational/Technical graduates tended to express greater opportunities for job advancement than Certificate of College Transfer degree recipients. Most of the graduates in the College Transfer category are combining work and school, which would help explain their responses.

TABLE 51
DEGREE BY JOB SATISFACTION:
OVERALL ASPECTS OF JOB

DEGREE	OVERALL ASPECTS OF JOB					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	6	3	0	4	14
Row%	(7)	(43)	(21)		(29)	(100)
Col%	(3)	(8)	(15)		(15)	(8)
Occupational/ Technical						
No.	34	64	15	6	18	137
Row%	(25)	(47)	(11)	(4)	(13)	(100)
Col.	(92)	(82)	(75)	(86)	(67)	(81)
Certificate						
No.	2	8	2	2	5	18
Row%	(11)	(44)	(11)	(6)	(28)	(100)
Col%	(5)	(10)	(10)	(14)	(18)	(11)
Total						
No.	37	78	20	7	27	169
Row%	(22)	(56)	(12)	(4)	(16)	(100)
Col	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding error

When asked to evaluate the overall aspects of their jobs, slightly over 2 out of every 3 of the graduates (68 percent) said "superior" or "good." This is up significantly, since 54 percent of the 1983 graduates responded affirmatively to the same item. Twelve percent indicated their jobs were "fair" and only 4 percent said "poor." Sixteen percent of the respondents failed to address this item (many of whom are probably not working). Again, it should be noted that Occupational/ Technical (A.A.S) graduates tended to evaluate their jobs in a more positive manner than College Transfer and Certificate graduates.

EDUCATIONAL STATUS

TABLE 52
DEGREE BY CLASSIFICATION IN SCHOOL

DEGREE	CLASSIFICATION					
	Freshman	Sophomore	Junior	Senior	No Response	Total
College Transfer						
No.	0	1	3	1	9	14
Row%		(7)	(21)	(7)	(64)	(99)*
Col%		(11)	(20)	(12)	(7)	(8)
Occupational/ Technical						
No.	3	8	12	7	107	137
Row%	(2)	(6)	(9)	(5)	(78)	(100)
Col.	(75)	(89)	(80)	(88)	(80)	(81)
Certificate						
No.	1	0	0	0	17	18
Row%	(6)				(94)	(100)
Col%	(25)				(13)	(11)
Total						
No.	4	9	15	8	133	169
Row%	(2)	(5)	(9)	(5)	(79)	(100)
Col	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding error

Only about 20 percent of the graduates indicated that they are in school on a full- or part-time basis. The majority of those enrolled indicated "junior" status although several selected other classifications. Specifically, four students who were enrolled in the following programs indicated freshman status: Nursing, Data Processing, Architecture, and Welding. Several graduates indicated that they were classified as sophomores at their current institutions: Data Processing, Management, Business Administration, Secretarial Science, Police Science (2 students), Human Services, Mechanical and General Engineering. Junior status was given by the following graduates: Management (3 students), Human Services (3 students), Mental Health (2 students), Administration (2 students), Electronics (2 students), and

one student each in Police Science, General Studies, and Industrial Engineering. Finally, graduates in the following programs indicated they were classified as seniors: Data Processing (3 students), Police Science (2 students), and one student each in Nursing, Business Administration, and Human Services.

It should be noted that 5 (or 35 percent) of the College Transfer graduates said they were currently in school, as well as 30 (or 22 percent) of the Occupational/Technical graduates, and 1 (or 6 percent) of the Certificate graduates.

TABLE 53
DEGREE BY ENROLLMENT STATUS:
FULL-TIME OR PART-TIME

DEGREE	ENROLLMENT STATUS			
	Full-time	Part-time	No Response	Total
College Transfer				
No.	4	2	8	14
Row%	(29)	(14)	(57)	(100)
Col%	(29)	(9)	(6)	(8)
Occupational/ Technical				
No.	9	18	110	137
Row%	(7)	(13)	(80)	(100)
Col%	(64)	(78)	(83)	(81)
Certificate				
No.	1	3	14	18
Row%	(6)	(17)	(78)	(101)*
Col%	(7)	(13)	(11)	(11)
Total				
No.	14	23	132	69
Row%	(8)	(14)	(78)	(100)
Col	(100)	(100)	(100)	(100)

*Rounding error

Only 22 percent of the graduates indicated they were enrolled in school on a full- or part-time basis, 8 and 14 percent, respectively. By and large, College Transfer graduates were enrolled full-time (2 to 1) versus part-time. Occupational/Technical students tended to be in school on a part-time basis (2 to 1) compared to full-time enrollment. Certificate graduates also indicated enrollment on a part-time basis (3 to 1) rather than full-time.

TABLE 54
DEGREE BY PURSUING SAME FIELD
IN SCHOOL

DEGREE	PURSUING SAME FIELD			
	Yes	No	No Response	Total
College Transfer				
No.	4	4	6	14
Row%	(29)	(29)	(43)	(101)*
Col%	(22)	(17)	(5)	(8)
Occupational/ Technical				
No.	12	17	108	137
Row%	(9)	(12)	(79)	(100)
Col%	(67)	(74)	(84)	(81)
Certificate				
No.	2	2	14	18
Row%	(11)	(11)	(78)	(100)
Col%	(11)	(9)	(11)	(11)
Total				
No.	18	23	128	169
Row%	(11)	(14)	(76)	(101)*
Col	(100)	(100)	(100)	(100)

*Rounding error

Table 54 gives responses to the question as to whether or not graduates are pursuing the same fields of study. Approximately three-fourths did not respond to this item, presumably because they are not in school. Of the 25 percent who responded, 18 (or 11 percent) said "yes," they are pursuing the same fields, while 23 (or 14 percent) said "no," they are not. Distinctions were not significant by type of degree.

TABLE 55
DEGREE BY PROBLEMS TRANSFERRING

DEGREE	PROBLEMS TRANSFERING				
	No problems	Yes (Credits)	Other Problems	No Response	Total
College Transfer					
No.	8	0	0	6	14
Row%	(57)			(43)	(100)
Col%	(28)			(5)	(8)
Occupational/ Technical					
No.	19	5	3	110	137
Row%	(14)	(4)	(2)	(80)	(100)
Col%	(65)	(83)	(75)	(85)	(81)
Certificate					
No.	2	1	1	14	18
Row%	(11)	(6)	(6)	(78)	(101)*
Col%	(7)	(17)	(25)	(11)	(11)
Total					
No.	29	6	4	130	169
Row%	(17)	(4)	(2)	(77)	(100)
Col%	(100)	(100)	(100)	(101)*	(100)

*Rounding error

Graduates in school were asked if they had problems transferring to their present institution. Seventy-seven percent did not address this item, 17 percent said they had no problems, 4 percent said all of their credits were not accepted, and 2 percent cited other problems. (See section on "Student Comments.") It is interesting that none of the College Transfer graduates said they had problems transferring; however, 8 (or 6 percent)of the A.A.S. graduates and 2 (or 12 percent) of the Certificate recipients did allude to problems transferring.

TABLE 56
DEGREE BY COMPARISON OF INSTRUCTION
(CURRENT INSTITUTION AND JTCC)

DEGREE	COMPARISON OF INSTRUCTION					
	Same	Current is Better	JTCC is Better	No Comparison	No Response	Total
College Transfer						
No.	3	3	0	1	7	14
Row%	(21)	(21)		(7)	(50)	(99)*
Col%	(19)	(75)		(12)	(5)	(8)
Occupational/ Technical						
No.	10	1	6	7	113	137
Row%	(7)	(1)	(4)	(5)	(82)	(99)*
Col.	(62)	(25)	(100)	(88)	(84)	(81)
Certificate						
No.	3	0	0	0	15	18
Row%	(17)				(83)	(100)
Col%	(19)				(11)	(11)
Total						
No.	16	4	6	8	135	169
Row%	(9)	(2)	(4)	(5)	(80)	(100)
Col	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding error

Again, quite an array of responses was received when students were asked to compare instruction at their current institution with that at JTCC. Nine percent said it is about the same (3 were enrolled in Police Science, 2 were in Management, and 1 each in Mental Health, Nursing, Clerk Typist, Human Services, Liberal Arts, General Studies, Science, Machine Shop, Mechanical Engineering, Electronics, and Welding) Two percent said their present institution is better (3 were enrolled in Business Administration and 1 completed the Police Science program), and 4 percent said instruction at JTCC is better (two were enrolled in Management, and 1 each in Mental Health, Accounting, Electronics, and Industrial Engineering). An additional 5 percent said there is no comparison (2 were enrolled each in Data Processing and Human Services, and 1 each in Nursing, Management, Secretarial Science, and Education).

STUDENT COMMENTS

JOHN TYLER COMMUNITY COLLEGE
1984 GRADUATE SURVEY
OCTOBER - DECEMBER 1984

E. COMMENTS: PLEASE TAKE A FEW MOMENTS AND PROVIDE ANY GENERAL COMMENTS THAT YOU CARE TO MAKE ABOUT JOHN TYLER COMMUNITY COLLEGE'S PROGRAMS OR SERVICES.

DIVISION OF BUSINESS

ACCOUNTING:

- I enjoyed attending JTCC. The only things I feel that might help improve the college is to add more lights to the parking lot.
- The programs at John Tyler are excellent. The quality of instruction at John Tyler is also very good.
- I was very satisfied with the quality of my education; however, the quarter system should be replaced by the semester system in order to simplify the transfer system. Also, I regret not enrolling in courses which would apply towards a bachelor degree. I would advise anyone to take college transferrable courses in order for them to go further in their career. I have not advanced much because of that.
- The courses in the Accounting curriculum have helped me greatly in attaining a more responsible job. My advisor, Ms. Haverty, also helped me grow to a point where I knew that I could handle a more advanced job. The instructors are very qualified and the majority understand and help the students.

BUSINESS ADMINISTRATION

- I have enjoyed attending JTCC and feel that it has helped me in many ways. The faculty and staff work hard to provide each student with the help and guidance needed to complete their education. The Midlothian Campus Annex was a good decision.
- I was pleased with the quality and caring of the faculty. There was a real understanding of the pressures a full-time employed student faces. I feel my education at John Tyler was a worth-while experience.
- I thoroughly enjoyed attending JTCC. I liked the classes, activities, and it was very close to home. My parents moved before I had finished and I liked JTCC so I stayed in Chester to finish up. The programs were satisfying and I feel I have learned a great deal.
- While I was attending JTCC, I took classes in Intermediate Accounting. These classes did not transfer, so I had to repeat them. The same classes at VCU had more material and were much more in depth. Therefore, I feel that I learned more.

BUSINESS MANAGEMENT

- The degree from John Tyler (AAS in Business Management) has helped me to get various jobs at Philip Morris, but at less pay. The degree has opened opportunities I would not have without it. It would take a long time in these other positions to equal my present pay. At the present time, I'm taking a higher salary over job satisfaction. I'm glad I have the degree.

I would have something to fall back on if I had bad health or some other unforseen incident would occur.

- The programs are good and most of the instructors are very good. There are some exceptions, such as the fact that Mr. Jones, Mr. Armstrong, Mr. Cosby, and Ms. Haverty would be rated very superior by me. There are some instructors that I feel are less than poor as well as most of the department deans. Mr. Sullivan I feel is very good and would be the worst. The administrators are rated poor with the exception of Mr. Drinkwater and Mrs. Stirling whom I feel are very good at their jobs. The services are fair with the exception of the Veterans Department and Academic and Student Services Department which are very poor. I am preparing other comments that will be forwarded to you later from the governor's office.
- Staff and faculty should be commended. My sincere thanks to Mrs. Stirling and Mrs. Jenkins for their outstanding support.
- Since graduation, I have been seeking full time employment and at present have not been successful. I'm finding that my degree does not compensate for lack of experience with most employers. I thoroughly enjoyed my years at John Tyler and plan to continue my education in the near future.
- John Tyler is an inexpensive way to get an education, and it is too bad more people in the area don't take advantage of this opportunity.
- Even though JTCC was not recognized as "the" college to go to, I feel that my studies there helped me a great deal with what I am doing now.
- John Tyler Community College has an outstanding faculty. They are sensitive to students' complaints and are willing to help at all times. Classes at John Tyler are challenging and for my 2 years attending John Tyler I am proud to say I achieved the knowledge necessary not only for my career but also how to work and interact with people. However, I will strongly suggest that JTCC develop a system to buy back used books after the quarter is over.
- Excellent Accounting Department, especially noted is James Cosby. Most commendable in management subjects is Dr. James Armstrong. If all your instructors had his energy and rapport with the students, your school would rise above all the others.
- Need to be more in touch with the needs of the students as future job seekers.
- I liked John Tyler except for the lack of counseling and advising.

DATA PROCESSING TECHNOLOGY:

- I am very glad we have John Tyler Community College in this area.
- In computer programming, the college used many adjunct instructors who were currently employed in the field. This policy should be supervised very carefully. It could be a great asset. My best and worst instructors were adjunct instructors. I have been very pleased with my career choice in programming and with the background I received at John Tyler. I highly recommend John Tyler.
- I was very disappointed that JTCC was still using cards to keypunch data rather than CRTs. The majority of major companies have been using CRTs for the past 5 years and JTCC just received them in the data processing program about a year ago. This, to me, was not preparing me for the real DP world.
- A few of the classes were very bad. Mostly the ones that did not deal directly with DP. The instructors lead the class. And I don't think their

leadership was competent at all. I really enjoyed the DP classes that were taught by someone in the business (adjunct). Mr. Rubes was an excellent teacher and friend. The DP program seemed to be steadily improving as time went on. I am very pleased with JTCC and myself.

- The EDP classes I took at JTCC have enhanced my skills. But since I started in the curriculum, the programming/analyst career work field seems to be closing and I feel like I wasted my money taking these particular classes. Employment in these areas is very scarce without 2 to 3 years expertise.
- I suppose that in any endeavor there is room for improvement, so there is at John Tyler. The method of instruction that is offered in computer programming is good but insufficient. Job placement is virtually nonexistent.
- Enjoyed going to JTCC. Education is very important to me. Completed my education for data processing, and decided to get my Business Management degree.
- During my initial counseling for enrollment, the counselor seemed negative about my choice of study (DP) and future job opportunities. Also implied I would benefit more from a four year school (VCU). Based on this discussion a person of less determination might not have attended JTCC. Later contact with all persons in the counseling section proved worthwhile and the people were helpful and had good attitudes about students and JTCC.
- From what I can gather from my colleagues and from observations made while working in D.P., I feel strongly that the Computer Programming Curriculum at JTCC more than adequately prepares students to be effective and competitive members of the D.P. professional world. Due to the emergence of more and more Personal Computers in the business world, however, I feel that more emphasis should be given to that aspect of D.P. I was fortunate to have had the benefit of highly skilled and cooperative instructors and excellent counseling - no complaints!
- I was very disappointed in JTCC in the fact that I was assured that I would obtain employment in D.P. after graduation. I found that very few employers would even give me an interview after seeing that I only have an AAS degree. (My GPA was Superior.)
- I enjoyed attending JTCC and wish I could take more courses there, but job requirements/responsibilities make it difficult now.

HOTEL, RESTAURANT INSTITUTION MANAGEMENT:

- It was very frustrating to find out that my program had been cancelled, but the faculty was very understanding and helped a great deal in finding my way into the same program at J. S. Reynolds. I have also decided to take extra classes in the future.
- (1) Cost of books is an area the school should look into. Students pay for new books on a particular course almost quarterly, just because of a whim of a publisher. This is very costly to students.
  (2) I'm very proud to be a graduate (AAS) from JTCC.
  (3) HRIM courses cancelled too often too many times.

POLICE SCIENCE:

- I was very satisfied with the programs that I was involved with.
- I feel that I gained knowledge thru the support classes such as government, psychology, etc., that will help me in whatever I pursue in the future. The police science knowledge has helped me in my job and will be of great importance to my future education which I plan to continue soon.
- I am very satisfied with John Tyler with a few exceptions. The following faculty members were outstanding: Ms. Simpson, Mr. John Tucker, Mr. Vernon Daniels, Mrs. Duty, Mr. Deverick. The following need to be looked at more closely: . Mrs. Stirling, her staff, and V.A. assistance were of great help. Otherwise the Counseling aid needs to be improved. Most seem to pass the buck except for Mr. Jones. Books are too high.
- John Tyler is a great Community College, and I hope the faculty with F. W. Nicholas will keep up their great work to the services of humanity. Three cheers to my instructor - Hugh Singleton - and same to the President of the College, F. W. Nicholas.

SECRETARIAL SCIENCE:

- I am interested in furthering my knowledge in word processing; however, no other courses have been added. It would be to my advantage if JTCC would add a word processing curriculum for an associate degree.
- I feel that John Tyler is an excellent educational institution and I will not hesitate to attend more when I decide to take more classes.
- I believe that you could retain more students each quarter if you could have instructors lined up for each class in advance, and those names were printed in the schedule instead of "staff." Students often get in classes in which there is a personality conflict with instructor and end up dropping their classes. Also, advising needs to be done before early registration and advisors need to be accessible to students.

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES

CHILD CARE:

- I really have enjoyed myself at JTCC with the instructors, friends, and facilities. JTCC has a lot to offer because it is a great college.
- Confidence given by Johnnie Humphrey.
- I am still unemployed and would like a job at a daycare center. So far I have filled out applications but a lot of places just are not hiring.

EDUCATION:

- The programs and classes were excellent, and I had no problem transferring credits to JMU. The classes at Tyler fulfilled all my general studies requirement, so that now I can concentrate on my major classes.

GENERAL STUDIES:

- My two years at JTCC gave me a good foundation for "moving on" to VCU. I would advise most high school graduates to attend JTCC if they are undecided or unsure about a four-year college. Most of my instructors at JTCC were good, but some were outstanding. The ones that come to mind are:

Dalton	Richards	Sharp	Smith (Econ.)
Ward	Neblett	Evans (Phys. Ed.)	
Johnson (Speech)	Deverick	Fritton (Phys. Ed.)	

In addition, Mrs. Rovall was one of the most helpful advisors that I have ever had. You are fortunate to have these people!

MENTAL HEALTH:

- JTCC prepared me for VSU in terms of being a new student. The services at JTCC are helpful, prompt, accurate, and organized. Majority of the instructors are interested in you as a student. My program I feel was designed to suit most of my needs and dealt directly with what I would encounter on the job.
- John Tyler Community College is a very good school in which to obtain a stable Liberal Arts background. I feel that John Tyler prepared me for the school which I now attend, because it taught me how to discipline myself and work hard towards any goal that I want to achieve.
- Haven't attended the university as of yet; however, I feel that the classes I have taken will enable me to transfer as well as give me adequate background when I do transfer. If not you will hear from me.

HUMAN SERVICES:

- John Tyler Community College programs offer a very good opportunity to build and broaden job skills. Upon graduating last June, I actively sought employment with the skills I obtained at the college. I believe I will find suitable employment whenever the job market opens back up.
- Tyler is a smaller institution and therefore more personable. More time is taken for each individual. In other words, Tyler "babies" more. At VCU, the instructors don't care as much whether you have the material or not, if you don't, it's your problem. Tyler "caretakes" more (at least the courses I had did). I liked it though, don't get me wrong!
- It didn't follow up on job placement. You need more of a higher education to work in the Human Service field.
- I have the courses at John Tyler and the instructors to thank for the person I am today. Today I am learning who I am and what my potential is, and every single instructor I had at John Tyler has contributed to this. I highly recommend this institution of higher learning to anyone that is serious about getting ahead. And Mrs. Ridley is number 1.

LIBERAL ARTS:

- Excellent faculty!

TEACHER AIDE:

- I enjoyed the school. The faculty was helpful and very pleasant. Good atmosphere in which to study.

DIVISION OF ENGINEERING TECHNOLOGIES

ARCHITECTURAL TECHNOLOGY:

- Overall John Tyler is a good school. I really enjoyed and am currently enjoying the college. The education I am receiving at Tyler is very valuable to me and my future.
- The Bookstore does not help the students by buying and selling used books. It does not carry a varied range of supplies necessary. Some of the instructors were too easy going and were not strict enough with class order. I learned a lot but I could have learned more.

AUTOMOTIVE:

- I found it difficult to prepare a work/study schedule in JTCC. Many class times made it difficult to complete my major since I was working full time most of the time. Otherwise I found instructors very helpful in helping me work around my work schedule and ELI courses really helped at times. I would like to see that program extended further.

INDUSTRIAL:

- I enjoyed the time I spent at John Tyler. The night classes are much harder to attend when you are working full time, and the fact that some classes do not make due to low enrollment makes it even more difficult to fulfill your requirements. Dr. Barry Edwards was extremely helpful to me during my time at Tyler. He seems to be really concerned about students' success at Tyler.

INSTRUMENTATION:

- I really enjoyed the time I spent at JTCC. I feel all my instructors were pretty good in their teaching abilities. Although I show I am not satisfied presently with the job I have, I am pleased with the degree I received. Fortunately, I will soon be with a new company with whom I know I will be pleased. Thank you for the challenge and the memories.

MECHANICAL ENGINEERING:

- Parking lot needs more lights. I felt really afraid when walking to my car at night.
- In my particular situation JTCC was exceptional in relating directly to my work. I found that my work and experience helped me in school and school helped me directly at work. Overall I think JTCC is a very good educational facility.
- I believe that the faculty could be improved in some circumstances.

MACHINE SHOP:

- The Machine Shop Program at John Tyler does not help toward the State Apprenticeship program.
- Quickly became very disillusioned about my choice of school, as well as course of study. Several instructors made a poor effort to either communicate or teach to the students, while others were quite good. Had a

particular instructor who was belligerent and even immature. Help finding a job or job placement is totally non-existent. Was led to believe that finding a job in this field would lead to good money, while job offers I received talked only of minimum wage. Definitely would not recommend this particular course of study.

INDUSTRIAL ENGINEERING:

- Virginia State could definitely use a few lessons from JTCC in office policies, admissions procedures, class planning, and other areas.

ENGINEERING TECHNOLOGY

GENERAL:

- Plan to attend VSU this spring semester in their 2 + 2 Engineering Technology program. I have been very pleased with John Tyler, and would recommend the school. The majority of faculty have been outstanding.
- The scheduling of the classes in my particular field of study caused me to attend classes sometimes twice a day.

WELDING:

- Poor job placement.
- I enjoyed my education at JTCC.

ELECTRONICS:

- JTCC gave me the opportunity to learn about electronics (EET) but I feel that the school could have done more in getting me an electronics related job. Upon entering the school, I was told by advisors that there were many electronics jobs available. Having graduated and having looked for work, I found this was not the case.
- Job placement service is not so effective. Need to improve it.
- I'm somewhat satisfied with JTCC. I think more attention should be paid toward the teacher evaluations. One of my electronic instructors was a very poor instructor. If it weren't for good instructors such as Mr. Campas and Mr. Coates I would not have continued to go to JTCC. This feeling was mutual among my classmates, but nothing was ever done about this. Also you need to improve the lab equipment.
- I would like to find a job in electronics (technician, etc.).
- John Tyler's programs are up to date with present technology for a great deal of applications.
- Programs such as Co-op Program and Job Placement Program were unknown to me. At one point when I asked about job placement, I was told there was no such program but they tried to do what they could. I recently was accepted for an interview with VEPCO and hope to hear soon. I have applied for positions at most all major businesses in the Richmond area twice (no interviews or hopes.) (Bottom line - had to leave state to find work. Home office in Richmond.)

DIVISION OF MATHEMATICS, NATURAL SCIENCES, AND ALLIED HEALTH

FUNERAL SERVICES:

- To Dr. F. W. Nicholas - Please do everything in your power to retain Mrs. Agnes S. Hairston, Program Head, Funeral Services, and Mrs. Joan Walker, Counseling. These two fine individuals embellish and inspire JTCC students to attain goals through sound, practical, and well-planned steps.
- I know of no discrimination at John Tyler, but the school does lack the respect of white funeral directors. The Funeral Service Program needs to associate more with the white sector such as by involvement with the Virginia Funeral Directors' Association (a mixed group) rather than by exclusive relations with the Virginia Morticians' Association (an all black organization).
- Bob is in Florida working at a funeral home, so I filled this out for him. He, at one time, was very interested in teaching at John Tyler. I know he also thought very highly of several instructors and their teaching standards. (Mother responded.)
- I found the funeral service curriculum to be the finest of any school, even the specialized Colleges of Funeral Service. Agnes Hairston was an excellent instructor, advisor, and friend.

NURSING:

- I noticed a large number of adults over 25* attending classes, yet the lounges are geared to young adults. The cafeteria music is too loud to even talk with someone. Also there are not any areas for non smokers. When you are allergic to cigarette smoke as I am, you would have less headaches if areas were for non smokers. It was a blessing to enjoy my last classes with a no smoking policy of which most teachers enforced.
- The Nursing Program at John Tyler better prepared me to be a registered nurse than do programs at any other school. (I've met and worked with new graduates from other nursing curriculums who have not nearly been trained as well nor have the medical knowledge that I acquired.)
- The Nursing Program needs more clinical time than just 2 half days/week. The students need the experience more than book knowledge to give them a solid basis for making charge nurse decisions, which is what they'll be doing very soon after beginning work.
- The Nursing Program was a thorn in my side - but then Nursing Education has historically been entrenched in its lack of flexibility. Nursing Education at MCV is infinitely more flexible and challenging. However, across the board, taking into consideration the fact that the program I am in caters specifically to RN's seeking BSN degrees, one must expect it to be more challenging. JTCC's Nursing Program could be superb - if only mediocrity among staff was not so avidly endorsed and supported by other staff members. Loyalty is one thing, but we must police ourselves (as nurses) if we expect to grow. I suspect with Connie Nelms at the helm, JTCC will grow, not because she is a policeman, but because she is uniquely provocative and challenging.
- (1) Instructors make students aware of resources available in community libraries and book stores that are not available in JTCC library and book store.
  (2) Students should be made aware of outstanding accomplishments of past JTCC students.

- I enjoyed the program immensely.
- The nursing program prepared me well, overall, for state boards and employment. I felt, however, that the nursing program should make an effort to establish clearer guidelines for instructors to ensure equal opportunity and workload required for clinical groups. It became very clear to me during school that the degree of difficulty and amount of paperwork required of clinical areas varied greatly between instructors, some being fair, some lax, and others impossible to please. The student learns quickly to avoid some instructors if possible.
- Nursing classes have little continuity between teachers each quarter. Also giving mass medications one time each quarter is difficult. Fewer patients more often would have been better.
- Because I was the only male to graduate in the spring with my curriculum, it is easy to obtain my identity. I felt the survey was a little personal.
- Some teachers were very helpful and others wouldn't help at all.
- Frankly, for the responsibility that comes with being a nurse, we are all underpaid.

OTHER COMMENTS

A-8. WHY DID YOU CHOOSE TO ATTEND JOHN TYLER COMMUNITY COLLEGE (The following reasons were given under "Other").

- Tuition refund at work.
- Work required a degree. JTCC was the closest that could work around my work schedule. (Police Science major)
- I attended before.
- Because it was a two-year school. - Offered Engineering courses.
- Only Funeral Services Program in Virginia.
- Graduate chose "other" and wrote: Because it was a two-year school.
- I am very glad we have John Tyler Community College in this area.
- Needed to find interests.
- Please note that the last time I attended JTCC was in 1978. Some (most) of my answers are based on my experiences as a student of six years ago.

B-1. WHAT WAS YOUR PRIMARY GOAL IN ATTENDING JTCC?

- My Dad wanted me to.

B-2. WHAT WAS YOUR PRIMARY GOAL IN ATTENDING JTCC (Person circled "other" and wrote..)

- To become licensed by the Commonwealth of Virginia (Funeral Service Graduate)
- I started VCU about 2 months ago, so it is difficult to compare. Course content is more difficult at VCU.
- Circled "2" (To upgrade job skills or pursue a career choice by obtaining an Associate degree) and wrote BS to come later.

B-7. STUDENT SERVICES (PLEASE RATE THE FOLLOWING SERVICES AND FACILITIES AT JTCC.)

- For "Student Lounge and Food Service" graduate circled "Poor" and wrote in "Smoking!"
- For "Parking" graduate circled "Good" and wrote "compared to VCU."
- For "Job Placement" circled "Did Not Use" and wrote "never told it was offered."
- For "Library/Learning Resources" wrote "Needs much more nursing literature."

B-8. WOULD YOU RECOMMEND THE COLLEGE TO A PERSON SEEKING TO COMPLETE THE SAME PROGRAM? IF NO, WHY NOT?

- Graduate answered "no" and gave the following reason: "I would recommend that he take four year courses to qualify for bachelor degree. The quarter system at John Tyler is also a big problem for those who wish to transfer!"
- Answered "no" and wrote: "Facilities in computer lab not comparable to outside business facilities. Substandard methods of instruction."
- Answered "no" and wrote: "Too many to list."
- Answered "no" and wrote: "I don't think the teaching was the greatest."
- Answered "no" and wrote: "Because it is no longer a program at Tyler."
- "I would tell them to go straight for their BS degree if possible."
- Answered "no" and wrote: " attitude toward his students."
- "I would have finished quite sooner if going straight to a 4 year college."
- Answered "yes" and wrote: "Absolutely."
- Answered "no" and wrote: "I feel that a person would have a better education, instruction, and possible job placement elsewhere."
- Answered "no" and wrote: "Don't think that everybody gets treated equally."
- Answered "no" and wrote: "I would advise them to choose another occupation."
- Answered "no" and wrote: "Not enough clinical experience."
- Answered "no" and wrote: "Lack of positive stroking. For the most part, instructors were quite negative."

C-2. HOW DID YOU FIND OUT ABOUT THIS JOB? (The following responses were given in response to (9) "Other".)

- Had it when I was attending JTCC.
- Inquired in person.
- Family business.
- Upgraded status from Nurses Aide.
- Just applied.
- Just submitted application.
- Advisor recommendation.
- VCU Bulletin Board.
- Father.
- Just applied everywhere.
- Previous employee.

- Did study practicum from Tyler at place of employment now.
- I was on education leave from CSH.
- Family business.
- Was called by Career Institute.
- I knew MCV's reputation & wanted to go there.
- Interview in 1969.
- Relative
- Family Business
- Seminar and Project.
- Former boss.
- I applied there myself.
- Went to Florida.
- I was already employed full-time at Reynolds, but not as a programmer. Received a promotion to this position just prior to receiving degree.
- Was employed in current job before attending JTCC.
- Just put in application.
- Family.
- I work in agency.
- Relative
- Already working at agency.
- Mrs. Agnes S. Hairston, Program Head, Funeral Services
- Job Fair, Fort Lee
- Inquiry
- As a state employee. - Fellow church member.
- Telephone.
- Previous employee.
- Personal Application
- Been there for long time.
- Practicum
- Family
- I applied there and found job opening.
- I sent out resume.
- Just applied
- Was already employed before starting classes.
- Recalled to work, then transferred into welding shop.
- Relatives
- Employed before entering JTCC.
- Applied in person.
- Prior work as Nurses Aide
- I went and applied.

C-3. DID YOU HOLD YOUR PRESENT JOB DURING YOUR STUDIES AT JTCC?

- No. Held similar positions through last three years (Programmer then Programmer/Analyst).
- During the last year.
- No. But I did hold a full-time job.

C-4. HAVE YOU RECEIVED A PROMOTION SINCE YOU COMPLETED YOUR STUDIES?

- Yes. Was able to get a job with supervisory duties and more in-depth accounting.

C-5. GROSS ANNUAL SALARY	C-6. HOURS PER WEEK
BUSINESS DIVISION:	
203 Accounting:	
$20,400	40
22,000	40
29,000	45
9,360	40
15,000	40
10,400	35
11,700	37.5
10,000	40
209 Data Processing Technology:	
$14,000	40
8,400 (not working in field)	33
25,800	40
$16,000 (not working in field)	48
13,000	40
22,000	40
16,000	40
14,600	40
18,000	40
18,000	40
16,500	37.5
23,000 (not working in field)	40
16,500	40
14,560	
13,939	40
17,795 (not working in field)	40
15,000 - 17,000	40
212 Business Management:	
$20,000	40
26,000	
22,500	75 (military)
27,000 (not working in field)	40
20,000	45
12,000	40
18,300	40 official, 50 unofficial
9,000	37
9,600	40
3,800 (not working in field)	12 to 20
11,500	37.5
218 Clerk Typist:	
$9,646	40
$19,700	40
11,572	40

	C-5. GROSS ANNUAL SALARY (Cont'd)	C-6. HOURS PER WEEK (Cont'd)
235	Hotel/Restaurant Institutional Mgt.:	
	$25,000 (not working in field)	40
276	Secretarial Science:	
	$11,000	40
	15,300	40
	11,070	40
	17,565	40
278	Educational Secretary:	
	$17,000	40
464	Police Science/Law Enforcement (ADJU):	
	$32,000 (not working in field)	37.5
	10,000 (not working in field)	
	20,100	40
	18,000	40
	19,000	56
	8,000 (not working in field)	36
	16,000	40
	19,214	40
	18,000	40
	18,000	40
	COMMUNICATIONS/SOCIAL SCIENCES	
154	Mental Health:	
	$12,900	37.5
	6,250 (not working in field)	32
	12,000	40
480	Human Services:	
	$16,224 week (not working in field)	40
	10,000	35
	3,120	8 hrs. per week
	$13,000	40
634	Child Care Aide:	
	$ 5,382 (not working in field)	30
	4,800	30
648	Liberal Arts:	
	$18,500 (not working in field)	40
	27,500 (not working in field)	40
880	Pre Science:	
	$18,600	40

C-5. GROSS ANNUAL SALARY (Cont'd)	C-6. HOURS PER WEEK (Cont'd)
ENGINEERING TECHNOLOGIES:	
901 Architectural Technology:	
$15,540	40
9,500	30
10,500	40
15,000	40
909 Automotive:	
$ 9,000	48
22,285 (not working in field)	40
938 Instrumentation:	
$15,000	40
956 Mechanical Engineering:	
$22,000	40
21,000	40
959 Machine Shop:	
$11,000	40
16,000	45
963 Industrial Engineering:	
$40,000	40
$26,000	37.5
968 Engineering Technology - General:	
$10,000	40
4,160 (not working in field)	20
981 Electronics:	
$18,800	40
16,000 (not working in field)	40
6,000 (not working in field)	25
32,000	37.5
12,000	45
18,500	40
14,560	40
22,000	40
34,900	40
995 Welding:	
$16,328	
30,000 (not working in field)	40

C-5. GROSS ANNUAL SALARY (Cont'd)	C-6. HOURS PER WEEK (Cont'd)
MATH, NATURAL SCIENCES, AND ALLIED HEALTH:	
155 Funeral Services:	
$17,500	50
5,760	40
15,000	52
6,800	40+
156 Nursing	
$19,000 +	40
14,400	40
16,900	40
16,500	40
15,112	40
19,000	40
20,000	40 + shift differential
7,800	20 hrs.
17,461	
15,900	40
13,000	40
18,400	40
15,998	40
15,423	40

C-8. INDICATE THE DEGREE TO WHICH YOU ARE SATISFIED WITH YOUR PRESENT JOB.

- Flexible hours are excellent while attending school. (Waitress, Day's Inn)

EMPLOYERS

JOHN TYLER COMMUNITY COLLEGE
1984 GRADUATE SURVEY

C-1. EMPLOYER	JOB TITLE	GRADUATE*
DIVISION OF BUSINESS		
ACCOUNTING:		
Southern Insulators, Inc. 10337 Genlou Road Midlothian VA 23113	Secretary/Bookkeeper	
Adamson Co., Inc 13200 Ramblewood Road Chester VA 23831	Bookkeeper	
Michael S. Doran, CPA 4733 W. Hundred Road P. O. Box 879 Chester VA 23831	Paraprofessional, Accountant	
State Department of Education P. O. Box 60 Richmond VA 23002	Budget Analyst	
C. W. Wright Construction Company P. O. Box 34069 Richmond VA 23234	Assistant Office Manager	Janet Burns 732-8734
Investors Savings & Loan 5008 Monument Avenue Richmond VA	Accounting Assistant	
Libbie Convalescent Center 1901 Libbie Avenue Richmond VA 23226	Bookkeeping Supervisor	
Action Technology 1101 Crowder Street Midlothian VA 23113	Accounting Clerk	
BUSINESS ADMINISTRATION:		
John Tyler Community College Chester VA 23831	Business Manager	Kathryn Lee Keeton 796-4013
Philip Morris 3601 Commerce Road Richmond VA	Supervisor	
U. S. Post Office Colonial Heights VA	Sub Rural Mail Carrier	

*Names were signed by graduates as an indication of their willingness to participate in an Employer Follow-Up Study.

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*
Commonwealth of Virginia 9th & Broad Streets Richmond VA	Word Processor Operator	Jacqueline D. Holes 733-5924
Brown & Williamson Tobacco Corp. 325 Brown Street Petersburg VA 23801	Specifications Clerk	Virginia Barbour 526-7897
Philip Morris Commerce Road Richmond VA	Control Room Supervisor	
United Virginia Bank Main & Poythress Streets Hopewell VA 23860	Utility	
The Banker's Note Macon Mall, Eisenhower Parkway Macon GA 31210	Sales Associate	
BUSINESS MANAGEMENT:		
Philip Morris, Inc. 3601 Commerce Road Richmond VA	Shipping help	Martin F. Lindsay (H) 276-8277, (W) 274-2128
US Army OMS ATTN: ATSM-USD-IX Bldg. #4002 Fort Lee VA 23801	Supply Management Analyst Warrant Officer	Steve Butts 734-5001/1716
Interbake Foods, Inc. 900 Terminal Place Richmond VA 23261	Packaging Maintenance Supervisor	
Metropolitan Insurance Companies	Insurance Agent	Joseph B. Bain 732-6190
Finger Lakes Land Development, Inc. 3679 Rt. 364 Canandaigua NY 14424	Office Manager	
Virginia Union University 1500 N. Lombardy Street Richmond VA	Secretary	
Shamin, Inc. P. O. Box 126 Colonial Heights VA 22834	Assistant Manager	

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*
City of Hopewell (Hopewell Community Center) 100 W. City Point Road Hopewell VA 23860	Life Guard/Swim Instructor	
Bank of Virginia	Bank Adjustor	
Omega Travel 216 N. Sycamore Street Petersburg VA 23803	Travel Counselor	
CLERK TYPIST:		
Chesterfield County P. O. Box 40 Chesterfield VA 23831	Clerk Typist	
DATA PROCESSING TECHNOLOGY:		
State of Virginia	Programmer (Computer)	
SCC Box 1192 Richmond VA Blanton Building	Research Analyst	Gregory B. Vaeth 786-4757
Hercules, Inc. 710 S. 6th Avenue Hopewell VA 23860	Computer Operator	
Richmond Data Center P. O. Box 27611 Richmond VA 23261	Junior Programmer	Glenda Kay Simmons 644-1861, ext. 301
Reynolds Metals Company 6605 W. Broad Street Richmond VA	Computer Programmer	
Colonial Heights Packaging 1106 West Roslyn Road Colonial Heights VA 23834	Programmer	
Tidewater Distributors 1004 N. Thompson Street Richmond VA 23230	Office Manager/Bookkeeper	Mary N. Martin 804/353-0513
Department of Information Technology Monroe Bldg. - 5th Floor Richmond VA	Senior Programmer/Analyst	

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*
National Business Services Enterprises, Inc. Fort Lee VA 23801	Food Service Worker	
Thalhimers Computer Center 6th & Broad Street Richmond VA 23219	Production Control Supervisor	Karen Gagliardone 232-0132
Chesterfield County Government P. O. Box 40 Chesterfield VA 23832	Analyst/Programmer	Leo D. Boone 796-3832 (H) 748-1574 (W)
Foreign Mission Board 3806 Monument Avenue Richmond VA	Junior Programmer	
DGSC Richmond VA	Electronics Mechanic	
Robertshaw Controls 1701 Byrd Avenue Richmond VA	Programmer/Analyst Trainee	Susan Paul
Marks, Stokes and Harrison - Law Offices 320 East Broadway Hopewell VA 23860	Data Processing Clerk	Sheila Hancock Miller 458-1236
Va. Dept. of Agriculture & Consumer Services 1100 Bank Street Richmond VA 23219	Programmer	Mary Lynn Edwards 526-9577 (H) 786-4711
VEPCO Yorktown Power Station Yorktown VA	Clerk Typist	Donna H. Lynch 599-5282
State of Virginia		
U. S. Army Reserve, HHC, 80th Div. 6700 Strathmore Road Richmond VA 23237	Staff Admin. Specialist	
Computer Sciences Corporation Prince George VA	Research Analyst	
HOTEL/RESTAURANT INSTITUTIONAL MANAGEMENT:		
Briarwood Racquet Club Robious Road Midlothian VA	Assistant Chef	

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*
POLICE SCIENCE/LAW ENFORCEMENT (ADJU)		
Chesterfield County Fire Department P. O. Box 40 Chesterfield VA 23831	Firefighter	
Bank of Virginia 7 N. 8th Street Richmond VA	Security Supervisor	Theodore J. Willoughby 771-7070
Day's Inn Walthall VA	Waitress	Patricia Vaughn 862-3510
Chesterfield County P. O. Box 40 Chesterfield VA 23832	Fire Sergeant	David L. Reynolds
Chippenham Hospital 7101 Jahnke Road Richmond VA 23225	Asst. Director of Security	Larry W. Redmond 272-8076
Medical College of Virginia 12th & Broad Richmond VA 23234	Hospital Ambulance Driver Hospital Attendant	Jerry Dosumu 804-743-0557
Philip Morris, U.S.A. P. O. Box 26603 Richmond VA 23260	Training Supervisor	
Safeway P. O. Box 760 Chester VA 23831	Teller	
SECRETARIAL SCIENCE:		
The American Tobacco Company P. O. Box 899 Hopewell VA 23860	Secretary	
John Tyler Community College Chester VA 23831	Clerk Steno C Division of Business	Linda Bradley 796-4032
AT&T Technologies 4500 S. Laburnum Avenue Richmond VA 23130	Administrative Secretary/ Engineering	
CIA Washington DC 20505	Administrative Assistant	

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*
Midget Mart 4301 Oaklawn Blvd. Hopewell VA 23860	Cashier	
Defense General Supply Center Jefferson Davis Highway Richmond VA 23297	Procurement Clerk	

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES

CHILD CARE AIDE:

Crestwood Elementary School Whitington Drive Richmond VA 23235	Teacher Aide	Patricia Huff 272-9646
Wendy's Old Fashioned Hamburgers Diane Lowe, Manager Hwy 45 N. Columbus MO 39701		Christy Harris 601-327-7973
Chester Child Development & Day Care Center 13600 Happy Hill Road Chester VA 23831	Teacher, Pre-school	

EDUCATION:

Mrs. Nancy Warren, Director
Wee Folks Nursery
Hopkins Road
Richmond

HUMAN SERVICES:

Richmond Public Schools 301 North Ninth Street Richmond VA 23219	Substitute Teacher	Veronica Morris 225-8109
Virginia State University Box 20 Petersburg VA 23803	Food Service Technician	
Central State Hospital P. O. Box 403 Petersburg VA 23801	Nurse's Aide	

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*
Mike Flynn, L.C.S.W. 312 Sycamore Street Petersburg VA 23803	Mental Health Technician	Delia C. Amaro 526-8568
United Parcel Service 9600 Coach Road Richmond VA 23235	Preloader	Alberta A. Royster
LIBERAL ARTS:		
U. S. Attorney's Office 1102 E. Main Street Richmond VA 23219	Administrative Secretary	
E. I. DuPont P. O. Box 27001 Richmond VA	Polymer Machine Operator	Tim Turley 275-0619
MENTAL HEALTH:		
K-Mart Corporation 5700 Jeff Davis Highway Richmond VA 23224	Supervisor	
Gillfield Baptist Daycare Gill/Perry Streets Petersburg VA 23803	Teacher	Ermanda L. Davis 733-5501
DIVISION OF ENGINEERING TECHNOLOGIES		
ARCHITECTURAL TECHNOLOGY:		
United Parcel Service 8525 Mayland Drive Richmond VA 23229	Unload Supervisor	
Newport News Shipbuilding & Drydock Co. 4101 Washington Avenue Newport News VA 23607	Jr. Designer	Joe Cecelic 804-245-3084
Delta Associates P.E., Inc. 7734 White Pine Road, Richmond Chesterfield VA 23237	Engineering Technician	James M. Proctor 526-4123

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*
AUTOMOTIVE:		
Richmond Honda Co. 7400 Midlothian Turnpike Richmond VA 23225	Parts Clerk	Rhonda Hening 745-1716 358-2434
Defense General Supply Ctr. Richmond VA 23297	Chief, Document Control	
ELECTRONICS:		
OTO DATA 2018 Old Richfood Road #9 Mechanicsville VA 23111	Hearing Conservationist Van Technician	James A. Wilkins, Jr. 271-4782
VEPCO 1240 E. Washington Street Petersburg VA 23803	Assistant Technician	John Harris 832-3601
Stone Container Corporation Sprouse Drive & Schler Road Richmond VA 23231	General Utility	
Jimmy Pitts 1205 Westover Hills Blvd. Richmond VA	Piano Technician	
FIC (Fedous Instrument Co.) 7400 Whitepine Road Chesterfield VA 23832	Field Engineer	
Fedus Instruments Co. FIC (Incorporating Filtrona Automation & Instrument Control LTD) 4407-18 Providence Lane Suite E, University Commercial Center Winston-Salem NC 27106	Elec. Technician	Dean P. Smith (919)760-3923
Johnson Controls 9899 Mayland Drive Richmond VA 23236	Systems Application Eng.	Thornton L. Holman, J 774-8175
Park 500 (a division of Philip Morris) 4100 Bermuda Hundred Road Chester VA 13831	Electrical/Instrumentation Repair	

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*
GENERAL ENGINEERING TECHNOLOGY:		
Dominion Career Institute Whitehouse Road Colonial Heights VA	Instructor (Word & Data Processing)	Lee M. Hylton 748-2481
Power Distribution, Inc. 2510 Professional Drive Richmond VA 23236	Designer	Matthew Ferrary 272-2690
INDUSTRIAL ENGINEERING:		
Philip Morris USA P. O. Box 26603 Richmond VA 23261	Standardization Administrator	Ann McDaniel 748-3975
INSTRUMENTATION:		
Daniel's Construction Company Hercules Hopewell VA 23860	Instrument fitter	James V. Stepp, Jr. 526-1728
Brown & Root		David Olson 320-4544
MACHINE SHOP:		
Union Machine Co., Inc. 4210 Castlewood Road	Machine Shop	
Roper Bros. Lumber Co. 130 Pocahontas Street Petersburg VA 23803	Truck Driver	Craig A. Mullins 526-9408
MECHANICAL ENGINEERING:		
Brenco, Inc. P. O. Box 389 Petersburg VA 23804	Engineer	Sandra Wallace 458-4139
Jewett Automation Maury Street Richmond VA	Designer	
Capital City Iron Works 2804 Walmsley Blvd. Richmond VA 23234	Project Engineer	

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*
City of Hopewell (Engineering) 300 Main Street Hopewell VA 23860	EA-1	Chris Fedhan 458-5262
WELDING:		
Brenco Frontage Road Petersburg Industrial Park Petersburg VA 23803	Welder's Helper	Glen F. Lemons 862-2492
Hercules, Inc. 1111 Hercules Road Hopewell VA 23860	Operator	Manuel Flores 541-3157

DIVISION OF MATHEMATICS, NATURAL SCIENCES AND ALLIED HEALTH

FUNERAL SERVICES:	
Community Funeral Home, Inc. 907 5th Street Lynchburg VA 24504	F. S. Trainee
Woody Funeral Home 1771 Parham Road Richmond VA 23229	Funeral Director/Embalmer
Brown's Funeral Service P. O. Box 567 Lawrenceville VA 23868	Funeral Service Trainee
Scott's Funeral Home, Inc. 115 E. Brookland Park Blvd. Richmond VA 23222	Funeral Service Trainee
NURSING:	
Richmond Community Hospital	RN
MCV Burn Unit	RN
Riverside Hospital J. Clyde Morris Blvd. Newport News VA	RN

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*
Imperial Health Center 1717 Bellevue Avenue Richmond VA	RN	
MCV Broad Street Richmond VA	RN	Gracie Liem 782-0973
Petersburg General Hospital Apollo Street Petersburg VA 23803	Registered Nurse	
Central State Hospital P. O. Box 4030 Petersburg VA 23803	Registered Nurse	
Richmond Metropolitan Hospital 109 W. Grace Street Richmond VA	Registered Nurse	
Chippenham Hospital Jahnke Road Richmond VA	R.N. (Shift)	
John Randolph Hospital Hopewell VA 23860	RN - Staff Nurse	
Chippenham Hospital 7101 Jahnke Road Richmond VA 23225	RN	
McGuire Veterans Hosp. Broad Rock Road Richmond VA	RN	Kathryn Porcher Sikon
John Randolph Hospital Hopewell VA	RN	Eileen Oliver Fravser 796-3009
John Randolph Hospital P. O. Box 971 Hopewell VA 23860	RN	
MCV Hospitals Richmond VA	RN	
Petersburg General Hospital Petersburg VA 23860	RN	
McGuire VA Medical Center Broad Rock Road Richmond VA	RN	

C-1. EMPLOYER (Continued)	JOB TITLE	GRADUATE*

PRE SCIENCE:

Virginia State Water Control Board 2201 W. Broad Street Richmond VA 23227	Pollution Control Specialist	Charlie Morgan 257-0105

* * * * * *

EDUCATIONAL INSTITUTIONS

AND

FIELDS OF STUDY

D-1. EDUCATION - NAME OF INSTITUTION YOU ARE CURRENTLY ATTENDING	D-3. PRESENT FIELD OF STUDY
John Tyler Community College	Secretarial Science
Virginia Commonwealth University Richmond VA	
Saint Leo Fort Lee VA 23801	
JTCC Management	
Virginia Commonwealth University Richmond VA	Urban Studies & Planning
Virginia Commonwealth University	
Virginia Commonwealth University	Computer courses
James Madison University Harrisonburg VA 22801	
John Tyler Community College	Data Processing
JTCC Upgrading skills & completing transferable courses.	
Virginia Commonwealth University Richmond VA	B.S. in Social Work
MCV-VCU Richmond VA	
J. Sargeant Reynolds Community College Richmond VA	
John Tyler Community College Chester VA 23831 VCU	Beverage Marketing
Richmond Technical School	
Virginia State University Petersburg VA	Human Ecology/Textile/ Clothing
VCU (Graduate School) Richmond VA	MBA
St. Leo Fort Lee VA	Psychology

D-1. EDUCATION - NAME OF INSTITUTION YOU ARE CURRENTLY ATTENDING (Cont'd)	D-3. PRESENT FIELD OF STUDY (Cont'd)
Virginia State University Petersburg VA	
John Tyler Community College Chester VA 23831	Business Management
J. Sargeant Reynolds Community College Henrico County VA	Fire Science
VCU (I went to VCU from JTCC in 1978)	BS in Accounting
John Tyler Community College	Business Management
Virginia State University Petersburg VA 23800	Social Work
Virginia State University	
Virginia State University Ettrick VA	
John Tyler Community College	Accounting
Virginia State University Petersburg VA	
Virginia Commonwealth University Richmond VA	Accounting
Virginia State University Petersburg VA	
Virginia Commonwealth University Richmond VA	Mass Communications - Advertising

APPENDIX

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831-5399

JTCC needs your help!

November 8, 1984

Dear Graduate:

Just a reminder . . .

Two weeks ago we mailed you a questionnaire to determine your current activities, as well as to have you evaluate John Tyler Community College. This survey is part of an ongoing effort to improve our academic and student services. Your comments are vital to this overall assessment.

Please take a few moments, complete the enclosed survey, and mail it back right away. A second questionnaire and self-addressed envelope are enclosed for your convenience. Please be assured that your comments will be summarized along with those of other graduates. The questionnaire is coded for follow-up purposes only.

Thank you for assisting us in this important study in order that we may better serve future students.

Respectfully,

Carol S. Hollins

Carol S. Hollins
Coordinator
Institutional Research

CSH:mcj

Enclosure

The College is supported by the Commonwealth of Virginia and the Counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, Sussex and the Cities of Colonial Heights, Hopewell, Petersburg and Richmond.

"AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EDUCATIONAL INSTITUTION"

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831-5399

Please Help!

November 30, 1984

Dear Graduate:

Did you forget?

About a month ago you should have received a questionnaire from John Tyler Community College that was sent to all 1984 graduates. This survey is part of our ongoing study of the College's academic program and student services. Your comments are most important and will be handled with strict confidence. The results will assist the College administration and faculty in future program planning.

In case you never received a copy of the questionnaire or misplaced it, another one is enclosed for your convenience, along with a self-addressed, stamped envelope. The questionnaire is coded for follow-up purposes only. Please take the time to complete it and mail it in today. If you have already mailed your questionnaire, consider this a thank you.

We appreciate your cooperation in this important effort. Your comments will greatly assist us in serving future students.

Respectfully,

Carol S. Hollins

Carol S. Hollins
Coordinator
Institutional Research

CSH:mcj

Enclosure

JOHN TYLER COMMUNITY COLLEGE
Chester, Virginia 23831

GRADUATE FOLLOW-UP SURVEY INSTRUMENT

Dear Graduate:

We are conducting our annual survey of graduates in an effort to: (1) determine the extent to which the College assisted you in reaching your goal(s); (2) ascertain information concerning your present occupation or student status; and (3) evaluate the effectiveness of JTCC's academic and student services.

Your input is invaluable to us. Please take a few minutes and complete all items that are applicable. Kindly circle (1) the number next to the appropriate response or fill in the blank.

Thank you for your assistance.

F. W. Nicholas, Sr.
President, JTCC

A. BACKGROUND INFORMATION

cc 4 1. Sex: (1) Male (2) Female

cc 5 2. Marital Status: (1) Single (2) Married (3) Other _____ (Please Specify)

cc 6 3. Age: (1) 17 or under (2) 18-24 (3) 25-34 (4) 35-44 (5) 45-59 (6) 60 or older

cc 7 4. Ethnic Status: (1) White/Caucasian (2) Black/Negro (3) American Indian & Alaskan Native (4) Asian & Pacific Islander (5) Hispanic (6) Other _____ (Please Specify)

5. Give the quarter and year that you were first enrolled and last enrolled at John Tyler Community College:

		Fall	Winter	Spring	Summer	
cc 8	First Enrolled	(1)	(2)	(3)	(4)	Year: 19_____
cc 9	Last Enrolled	(1)	(2)	(3)	(4)	Year: 19_____

cc 10 6. Did you enroll *primarily* as a: (1) Full time student (12 or more credit hours) (2) Part time student (less than 12 credit hous)

cc 11 7. Did you attend class *primarily* during the: (1) Day (2) Night

8. Why did you choose to attend John Tyler Community College? (Please indicate both your *primary* reason and as many *secondary* reasons as you desire.)

		Primary Reason (Check one only)	Secondary Reasons (Check as many as apply)
cc 12	Close to home	(1)	(2)
cc 13	Inexpensive	(1)	(2)
cc 14	Open admissions policy	(1)	(2)
cc 15	Courses/Programs	(1)	(2)
cc 16	Financial Aid	(1)	(2)
cc 17	Job requirements	(1)	(2)
cc 18	Other (Please Specify)_____	(1)	(2)

B. EVALUATION OF ACADEMIC AND STUDENT SERVICES

cc 19-21 1. What was your program of study at JTCC? _____

cc 22 2. What was your *primary* goal in attending JTCC? (Choose only *one* response)

(1) To complete freshman and sophomore courses for *transfer* to Baccalaureate degree programs

(2) To upgrade job skills or pursue a career choice by obtaining an *Associate degree*

(3) To obtain a *certificate* to improve employment and career skills for immediate job entry

(4) To pursue courses for *personal satisfaction*

(5) Other_____
(Please Specify)

cc 23 3. To what extent are you satisfied with the programs and services that the College provided to assist you in achieving your goal?

(1) Very Satisfied (2) Somewhat Satisfied (3) Undecided (4) Somewhat Dissatisfied (5) Very Dissatisfied

cc 24 4. Did you complete one or more Developmental courses during your studies at JTCC?

(1) Yes (2) No

cc 25 5. Have you been certified or licensed in your chosen profession?

(1) Yes (2) No (3) Not Applicable

6. Instruction: (Please rate the quality of instruction you received at John Tyler Community College.)

		Superior	Good	Fair	Poor
cc 26	Quality of instruction in major curriculum	(1)	(2)	(3)	(4)
cc 27	Quality of instruction not in major	(1)	(2)	(3)	(4)
cc 28	Course content in major curriculum	(1)	(2)	(3)	(4)
cc 29	Faculty Advising	(1)	(2)	(3)	(4)
cc 30	Access to faculty	(1)	(2)	(3)	(4)
cc 31	Lab Equipment and Facilities	(1)	(2)	(3)	(4)
cc 32	Evaluation by instructors (grades, tests, etc.)	(1)	(2)	(3)	(4)
cc 33	Classroom size	(1)	(2)	(3)	(4)
cc 34	Cost of books and supplies	(1)	(2)	(3)	(4)
cc 35	Overall quality of instruction	(1)	(2)	(3)	(4)

7. Student Services: (Please rate the following services and facilities at JTCC.)

		Superior	Good	Fair	Poor	Did Not Use
cc 36	Admissions & Records	(1)	(2)	(3)	(4)	(5)
cc 37	Bookstore	(1)	(2)	(3)	(4)	(5)
cc 38	Business Office	(1)	(2)	(3)	(4)	(5)
cc 39	Continuing Education (credit and non-credit courses)	(1)	(2)	(3)	(4)	(5)
cc 40	Co-op Program	(1)	(2)	(3)	(4)	(5)
cc 41	Counseling Services	(1)	(2)	(3)	(4)	(5)
cc 42	Financial Aid	(1)	(2)	(3)	(4)	(5)
cc 43	Job Placement	(1)	(2)	(3)	(4)	(5)
cc 44	Developmental Studies	(1)	(2)	(3)	(4)	(5)
cc 45	Library/Learning Resources	(1)	(2)	(3)	(4)	(5)
cc 46	Parking	(1)	(2)	(3)	(4)	(5)
cc 47	Recreational facilities	(1)	(2)	(3)	(4)	(5)
cc 48	Student activities (SGA, sports, clubs)	(1)	(2)	(3)	(4)	(5)
cc 49	Student Lounge and Food Service	(1)	(2)	(3)	(4)	(5)
cc 50	Veterans Affairs	(1)	(2)	(3)	(4)	(5)

cc 51 8. Would you recommend the College to a person seeking to complete the same program?

(1) Yes

(2) No If no, why not?_____

C. **EMPLOYMENT** *(If you are currently working full or part time, please respond to items 1-8. If you are not working, skip to Section "D.")*

cc 52 1. Please indicate your current employment status.

(1) Employed full time

(2) Employed part time

(3) Military Service full time

(4) Unemployed and seeking employment

(5) Not employed and not seeking employment (because of choice, full time student status, illness, retirement, pregnancy, etc.)

If you are employed full or part time, please give:

Name of Employer _____

Job Title: _____

Address: _____

_____

City State Zip Code

cc 53 2. How did you find out about this job:

(1) Co-op Program

(2) Faculty member

(3) Friend

(4) Job placement service

(5) Military Recruiter

(6) Newspaper, etc.

(7) Private employment agency

(8) State employment agency

(9) Other_____
(Please Specify)

cc 54 3. Did you hold your present job during your studies at JTCC?

(1) Yes (2) No

cc 55 4. Have you received a promotion since you completed your studies?

(1) Yes (2) No

cc 56 5. What is your annual gross salary before deductions? (Do not include overtime.)

$_____

cc 57-59 6. The above salary is based on an average of _____ hours per week.

cc 60 7. Are you employed in a job related to your field of training?

(1) Yes, it is directly related.

(2) Yes, it is somewhat related.

(3) No, it is not related.

8. Indicate the degree to which you are satisfied with your present job.

	Degree of Job Satisfaction	Superior	Good	Fair	Poor
cc 61	Challenging and interesting work	(1)	(2)	(3)	(4)
cc 62	Relations with colleagues	(1)	(2)	(3)	(4)
cc 63	Salary	(1)	(2)	(3)	(4)
cc 64	Opportunity for advancement	(1)	(2)	(3)	(4)
cc 65	Overall aspects of job	(1)	(2)	(3)	(4)

D. **EDUCATION** (If you have continued your education since graduation, please respond to questions 1-5 below. If you are not in school, skip to Section "E.")

1. Please give the name of the institution you are currently attending:

Name of Institution: _____

Location: _____
City State

2. What is your classification and enrollment status?

cc 66 Classification:
(1) Freshman
(2) Sophomore
(3) Junior
(4) Senior

cc 67 Status:
(1) Full time (12 credit hours or more)
(2) Part time (Less than 12 credit hours)

cc 68 3. Are you currently pursuing the same field of study that you completed at John Tyler Community College?

(1) Yes (2) No (If no, please indicate your present field of study).

_____

cc 69 4. Did you have any problems transferring to the institution you are now attending?

(1) No, I had no problems transferring.

(2) Yes, all transfer credits were not accepted.

(3) Yes, I had problems meeting admission requirements.

(4) Other_____
(Please Specify)

cc 70 5. How does the quality of instruction at John Tyler Community College compare to that of the school you are now attending ?

(1) About the same

(2) Instruction at current institution is better.

(3) Instruction at John Tyler is better.

(4) There is no comparison.

E. **COMMENTS:** PLEASE TAKE A FEW MOMENTS AND PROVIDE ANY GENERAL COMMENTS THAT YOU CARE TO MAKE ABOUT JOHN TYLER COMMUNITY COLLEGE'S PROGRAMS OR SERVICES.

Thank you kindly for your participation in this survey.

The following information is OPTIONAL and will be used only if you agree to participate in an EMPLOYER Follow-Up Survey.

Name _____

Telephone Number _____

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
SEP 27 1985